

junior

STORIES 1

READING AGES 7 - 10 YEARS



SCHOOL SITE LICENCE

This eBook is the property of the school, campus, or educational institution of purchase and may only be loaded on the computers and servers of that school, for use in that school. The publisher strictly prohibits the copying of this file or the printing of the material in this ebook outside of these conditions.

© Copyright SharpReading. All rights reserved.

JUNIOR STORIES 1

Contents

Literacy Tools in this Resource

 1 About Junior Stories	4
 2 Lesson Planning	5
 3 Comprehension Strategy Instruction	7
 4 Follow-up Activities	9

The Stories	Reading Ages	Student Text Page nos	Follow-up Activities Page nos	Lesson plan Page nos
1:1 The Sea is My Friend by Hilton Ayrey	7-8	13	14	15
1:2 The Cheeky Magpie by Matt MacManaway	7-8	17	18	19
1:3 A Dog's Life by Marco Fazzi	7-8	21	22	23
1:4 Best Friends By Hilton Ayrey	7-8	25	26	27
1:5 Biscuits for the Teacher by Hilton Ayrey	8-9	29	30	31
1:6 Island in the Sun by Marco Fazzi	8-9	33	34	35
1:7 Watching Maddie by Hilton Ayrey	8-9	37	38	39
1:8 The Last Straw by Hilton Ayrey	8-9	41	42	43
1:9 Lost in the City by Hilton Ayrey	9-10	45	46	47
1:10 Time for a Nap by Hilton Ayrey	9-10	49	50	51
1:11 Treasure by Sarah Black	9-10	53	54	55
1:12 Looking for Work by Marco Fazzi	9-10	57	58	59
Appendix				
Learning Outcomes				62
Teaching Charts - "The Three Steps"				63



HANDY RESOURCES

literacy tools for the busy classroom teacher

This resource provides you with the following **four handy literacy tools** to take the stress out of your reading programme.



JUNIOR STORIES for FLUENT READERS

High quality, high interest stories for RA 7-10 years

- ♦ Short stories - ideal for a 20 to 30 minute reading lesson
- ♦ One page for ease of photocopying
- ♦ Use also as models for your student's own story writing

See the example on the next page



LESSON PLANS

All you need to guide you through the story

- ♦ Annotated text, question prompts, possible story structure
- ♦ Learning outcomes and success criteria to choose from
- ♦ Analysis of the story for follow-up discussion

Further details see page 5



COMPREHENSION STRATEGY INSTRUCTION

The THREE STEPS routine for GUIDED READING

- ♦ A simple routine that gives a focus to Guided Reading
- ♦ Explicit instruction in the use of comprehension strategies
- ♦ Video tutorials available from www.sharpreading.com

Further details see page 7



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Independent activities to develop high level thinking

- ♦ High value activities - very motivating - not busy work
- ♦ An organisational necessity for your reading programme
- ♦ All the hard work has been done for you

Further details see page 9



JUNIOR STORIES

Student's script PLUS Teacher's script

BEST FRIENDS

BY HILTON AYREY

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are sworn enemies, these two got along just fine.

Student's Text

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are sworn enemies, these two got along just fine.

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest to prow around pretending to be the hunter.

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway...and there by the side of the road lay his friend, still and lifeless.

He bounded over to her and started to lick her face. Sophie stirred and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the loose skin at the back of her neck – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked furiously until the family came rushing to see what was the matter.

Sophie was very lucky. The vet said she must have had been hit by a car but there was no serious damage. For a long time after Sophie was alright. Leo followed her around. Friends look after each other.

TEACHER'S COPY

JUNIOR STORIES 1:4

RA 7-8yrs

BEST FRIENDS

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What is a best friend? Can cats and dogs be best friends?

STORY STRUCTURE

Characters

Leo the Labrador,
Sophie the Siamese cat

Setting

The garden where they live

Problem

Sophie went missing

Feelings

Leo was distressed

Action

He barked and waited.
Found a trail leading into the forest

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest to prow around pretending to be the hunter.

Character development: Leo's feelings, Sophie - an early riser, pretends to hunt?

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway...and there by the side of the road lay his friend, still and lifeless.

Rising tension in the story. What will be the outcome?

Action

Leo followed the trail.
He found Sophie

Action

Leo carried Sophie back to the house

He bounded over to her and started to lick her face. Sophie stirred and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the loose skin at the back of her neck – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked furiously until the family came rushing to see what was the matter.

Good passage to discuss story and emotion

Teacher's Text

The vet said she must have had been hit by a car but there was no serious damage. For a long time after Sophie was alright. Leo followed her around.

Theme Happy ending but Leo is now worried - things have changed.

Outcome

Sophie was alright.
Leo followed her around.

Theme

Friends look after each other.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story?



LESSON PLANS

A simple Guided Reading routine with teaching prompts

Each lesson plan follows a simple format with important prompts and useful information that allows you, the teacher, to run your lesson with minimal preparation time.

LEARNING OUTCOMES and SUCCESS CRITERIA

Select from the list on **page 62** according to the needs of your students.

The Lesson

BEFORE READING DISCUSSION

Orientate you readers to the story - engage the brain.

The lesson plan provides you with prompts to ...

- ♦ Activate prior knowledge and personal experiences
- ♦ Introduce unfamiliar concepts readers will come across in the story
- ♦ Look for story clues in the title

Depending on the ability and the interests of your readers you may also need to preteach new or difficult vocabulary.

GUIDED SILENT READING

The heart of the lesson - Comprehension Strategy Instruction using

"The Three Steps" teaches the readers to ...

- ♦ Unpack the story for themselves
- ♦ Make sure they have got the message right
- ♦ Identify the structure of the story

AFTER READING DISCUSSION

Now that the story has been properly processed, time for ...

- ♦ Reflection on the story structure
- ♦ Deeper analysis of the story to uncover the features of good story writing - a great lead in to their own story writing

CSI Online - VIDEO TUTORIALS AVAILABLE NOW

These lesson plans outline a simple routine which, over time, will develop powerful reading strategies in your students.

Video tutorials are available on our website to help you implement these lessons.

www.sharpreading.com

TEACHER'S COPY

JUNIOR STORIES 1:4

RA 7-8 yrs

BEST FRIENDS

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What is a best friend? How do you treat a best friend?

STORY STRUCTURE

Characters

Leo the Labrador,
Sophie the Siamese cat

Setting

The garden where they
live

Prompts for before reading discussion to access prior knowledge about story theme

Possible story structure that can be identified from each chunk of text as the story is being read and discussed

Bold Italics = strong language features, concepts or vocab in the text which provide interest and challenges during detailed retelling

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are **sworn enemies**, these two got along just fine.

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his door for his friend to turn up. He barked and waited ... but she didn't. He started to sniff around and found a trail leading into the forest at the back of the house. Sophie was an expert hunter. Leo was not. Maybe she had slipped off into the forest and was around pretending to be the hunter.

Character development: Leo's feelings, Sophie - an early hunter.

Deeper and deeper into the forest went Leo, following the trail. Further he went the more he began to panic. In all his exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself on a highway...and there by the side of the road lay his friend, lifeless.

Rising tension to the story climax - what will be the outcome?

He bounded over to her and started to lick her face and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up using the loose skin at the back of her neck - the way Sophie picked up her kittens last summer - and carried her home. He laid her down at the back door and barked furiously until his owner came rushing to see what was the matter.

Good passage to dig into - imagery and emotion

Sophie was very lucky. The vet said she must have been in a car but there was no serious damage. For a long time Leo wouldn't let her out of his sight.

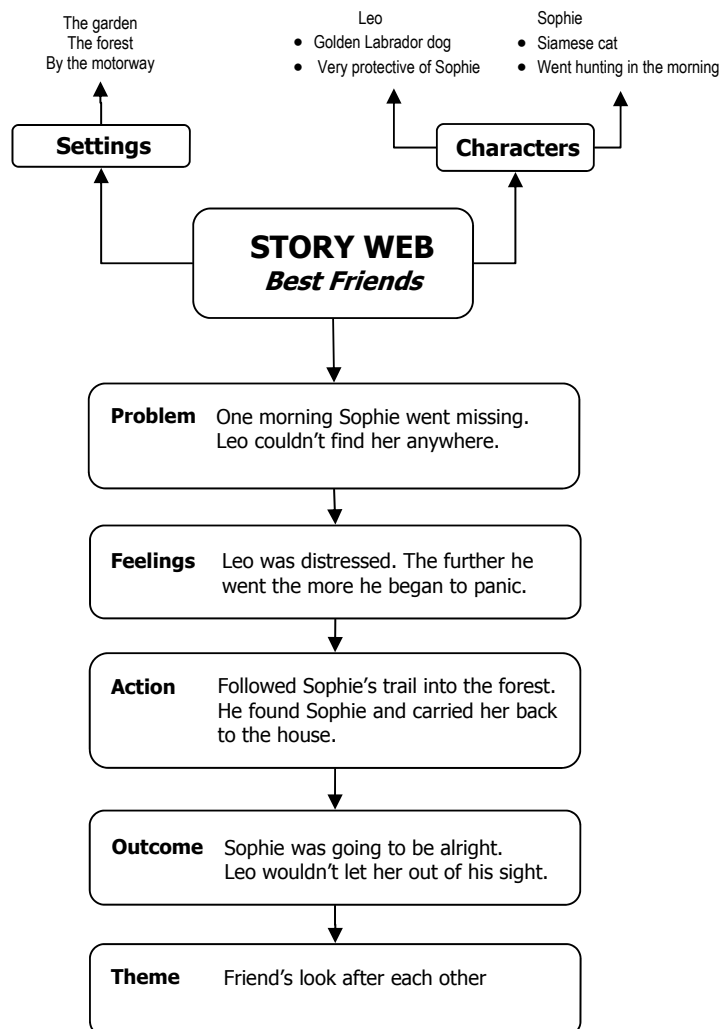
Happy ending but Leo is now worried - things have changed.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story?

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *It had a happy ending*
I was worried about what had happened to Sophie
Familiar topic - *That happened to my cat. I know how Leo felt.*

What do YOU think of this story? Give it a rating out of 10 and say why? (Activity 10)

Annotated notes for the teacher drawing attention to special features of the story

Divided into chunks for Guided Reading

Examples of the comments students may make about the different features of a story

Prompts for story evaluation



COMPREHENSION STRATEGY INSTRUCTION

How to teach comprehension strategies

As readers move into the FLUENT stage the focus shifts from decoding strategies to **comprehension strategies**.

"The Three Steps" provides you with a simple routine for teaching comprehension strategies that fits inside your normal Guided Reading lesson.

THE THREE STEPS - an outline for narrative text

Divide the text into chunks (often a paragraph, sometimes two).
Each chunk is processed using "The Three Steps".

Step 1: Read a chunk of text silently

- ♦ Students read silently down to a point that you have determined
- ♦ Fast finishers do not read on; they make notes on the story structure in the margin provided and silently prepare for Step Two

Step 2: Detailed Retelling

"Digging into the sentences to make sure we have we got the message right"

The chunk is now retold as a group. Group members (including the teacher) take turns one sentence at a time.

- ♦ A student reads aloud one sentence and then, starting with "I think that means...", uses thinking aloud to unpack the meaning by expanding what the words are saying.
- ♦ The other members of the group take turns with successive sentences.
- ♦ As the students become fluent with this routine, they are shown how to include the DEEP FIVE strategies.

Step 3: Add to the Story Web

"What new information have we found out about the story structure?"

- ♦ Students discuss story developments and add to a Story Web
(each story has an example of this graphic organiser)

I want to find out more about Comprehension Strategy Instruction

This is an instructional process based on the most current research on comprehension instruction and is now used extensively in schools. There is significant data available on its success in raising the understanding of text for all readers - proficient and struggling.

- ♦ Students move from being passive participants to active readers as they are required to take responsibility for constructing meaning from the text.
- ♦ Students unpack the text ... you oversee the process.
- ♦ "The Three Steps" provides a transparent routine - students understand what they are doing and why.

Go to our website **www.sharpreading.com** to view our CSI Online video tutorials and other support material to get the most out of this teaching approach.

Teaching CSI using the THREE STEPS routine

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand the text

STEP ONE

A chance to read the paragraph silently and to practise using reading strategies to understand what the text says.

STEP 2 : Detailed Retelling

Start with

"I think that means"

Check whether you understand the message by expanding it and putting it in your own words

STEP TWO

Part 1: Students expand each sentence using "I think that means ..." to make sure they are getting the message right

SENTENCE LEVEL COMPREHENSION



Use the "DEEP FIVE" COMPREHENSION STRATEGIES to dig deeper into the text

1. Visualise what the words are saying

"I have a picture in my head of . . ."

2. Make a connection to something you know

"I know that because . . ."

3. Ask questions about the information

"I wonder why . . . ?"

4. Form an hypothesis about what is going on

"I think this is because . . ."

5. Make a connection to something else in the text

"It said (in the last sentence/paragraph) . . ."

STEP TWO

Part 2: Once the readers are fluent with the "I think that means..." routine, start to teach them to use the "Deep Five" strategies

STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting

Who Where When

Problem

A conflict for the characters

Feelings

How the characters FEEL about the problem

Action

What the characters DO to try to solve the problem

Outcome

How it all works out

Theme

Why did the author write this story?

TEXT LEVEL "Big Picture" COMPREHENSION

STEP THREE

Now that the information in the chunk of text has been properly processed in Step 2, look at the big picture. What new developments are there in the story? What new information can be added to the story web?



FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Each story has a set of follow-up activities (see example on next page). These activities are intended to be used after the students have been guided through the text in a small group.

SUGGESTIONS FOR USING THESE ACTIVITIES

- ♦ Spend time modelling the activities, discussing criteria and expectations for the different tasks to get better results.
- ♦ Don't expect students to do them all
 - allow choice; they will find that very motivating
- ♦ Consider using a work contract - allocate a points value for each activity with a target score that has to be achieved depending on the time available.
 - For example 1 = had a go at the activity
 - 3 = completed task according to agreed criteria
 - 5 = something extra-went beyond the requirementEach activity can be rated 3 times - self, buddy, teacher who has the final say.
- ♦ Provide a live audience for the finished product so that the tasks are seen to be purposeful not just done "for the teacher". Students will piggyback off each others ideas and enthusiasm.

High value activities - something for everyone

- ♦ Activities range from low level, literal responses (security for those who lack confidence) to higher level analysing, creating, and evaluating tasks. Your top end learners will love these.
- ♦ Many activities allow for a visual as well as a written response to provide an alternative for reluctant writers

An important part of Comprehension Strategy Instruction

- ♦ The higher level thinking skills of applying, analysing, creating, and evaluating are important comprehension strategies in their own right. These activities provide independent opportunities to build on the work done during the Three Steps

An organisational necessity

- ♦ With students working independently on these activities you can focus on your instructional groups.
- ♦ Activities are designed as individual tasks to help create that quiet work focus you need to concentrate on groups, but they can be adapted to co-operative activities if you feel your classroom organisation and work ethic allows for it.

All the hard work has been done for you

- ♦ There is a huge amount of follow-up work included in each worksheet.
- ♦ Once the activities have been taught there is continuity from story to story; you are not having to teach lots of new activities. The challenge for the student comes from applying the known activity to a new story context.

FOLLOW UP ACTIVITIES using Bloom's Taxonomy

Developing creative thinking and critical literacy skills

BEST FRIENDS

BY HILTON AYREY

ACTIVITIES

Junior Stories 1:4

Bloom's Level One
Locating literal
information from
the text

→ REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story.
Write down words from the story that tell you something about them.

Bloom's Level Two
Demonstrating under-
standing of the story

→ UNDERSTANDING - Show that you understand the story

2. Draw a map of the story setting showing where the action took place.
3. Think of another title for the story that tells you more about the problem.


Bloom's Level Three
Using the information
from the story in
other ways

→ APPLYING - Using what you know from the story

4. Make a poster for the missing Sophie.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about a pet that goes missing.

Bloom's Level Four
Analysis of the story
by identifying the
climax and the story
structure

→ ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

Bloom's Level Five
Designing solutions to
problems that arise
from the story

→ CREATING - Coming up with new ideas

8. Design some way that Leo can keep track of Sophie at all times.
Label your drawings or write descriptions to explain your interesting ideas

Bloom's Level Six
Exploring a theme
from the story by look-
ing at both sides of a
statement

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having a best friend.

Yellow Hat Thinking (Good)

Black Hat Thinking (Bad)

Bloom's Level Six
Using simple criteria
to evaluate a story

10. Give this story a rating out of 10 depending on how much you enjoyed it.
Write down a reason for giving the rating you did.

10-----5-----1

This was a great story

This story was OK

I didn't like this story

THE STORIES

FOLLOW UP ACTIVITIES

and

LESSON PLANS

THE SEA IS MY FRIEND

BY HILTON AYREY

Jane loved swimming. She loved to splash around in her swimming pool at home. She always looked forward to swimming lessons at school. But best of all she loved swimming in the sea. She liked the way the waves crashed against her legs. She wasn't at all frightened when they knocked her over and her head went under the waves. The sea was her friend and the waves were her playmates.

For her birthday her father gave her a rubber raft and she pestered him every day during the holidays to take her to the beach. Now she could ride over the top of the waves.

"Don't go out too far!" her father would warn her as she ran down the beach dragging her bouncing raft along behind her. Jane laughed and shouted over her shoulder, "Don't worry. The sea is my friend!"

One day the sea was very calm so she climbed into her raft and paddled out past the gentle breakers. The sun was shining down and there was not a cloud in the sky. For just a moment she lay back in her raft and closed her eyes.

Suddenly she sat up. Had she fallen asleep? Something had changed. The sun had gone behind a cloud and the wind was blowing. Why was it so quiet? She looked over her shoulder. The beach was a long way away. The people on the beach were like toys in the distance. She could feel her raft moving quickly now, further out to sea. It was like giant hands were dragging her away from safety. The sea didn't seem so friendly and playful anymore. Jane was frightened. She waved and yelled but there was no one to hear her. What could she do!

Just then she heard the sound of a boat in the distance, getting louder and louder, coming closer. Soon she could see the lifeguards from the beach and there, in the back of the boat, looking very worried, was her dad.

Safely back on the beach, Jane turned her back on the sea. That was enough for one day. And maybe it would be a long time before she trusted her friend again.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

THE SEA IS MY FRIEND

BY HILTON AYREY

ACTIVITIES

Junior Stories 1:1

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did Jane think the sea was her friend at the beginning of the story?
3. Draw a map of the setting showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about playing safely in the sea on a rubber raft.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about the sea being your friend.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design your own blow-up raft that would be fun to play on in the sea.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about swimming in the sea.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:1

RA 7-8 YRS

THE SEA IS MY FRIEND

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Access prior knowledge: Discuss swimming in the sea. How does it feel?
2. Are there any clues in the title? How could the sea be your friend?

STORY STRUCTURE

Jane loved swimming. She loved to splash around in her swimming pool at home. She always looked forward to swimming lessons at school. But best of all she loved swimming in the sea. She liked the way the waves crashed against her legs. She wasn't at all frightened when they knocked her over and her head went under the waves. The **sea was her friend** and the **waves were her playmates**.

Personification of the sea - how can the waves be her playmates?

Characters

Jane - loves the sea, it is her friend

Setting

Not clear yet where the action will take place

For her birthday her father gave her a rubber raft and she **pestered** him every day during the holidays to take her to the beach. Now she could **ride over the top** of the waves.

"Don't go out too far!" her father would warn her as she ran down the beach dragging her bouncing raft along behind her. Jane laughed and shouted over her shoulder, "Don't worry. The sea is my friend!"

Jane doesn't believe the sea could be dangerous

New character

Dad - worried about her being safe in the water

Setting

At the beach

One day the sea was very calm so she climbed into her raft and paddled out past the gentle breakers. The sun was shining down and there was not a cloud in the sky. For just a moment she lay back in her raft and closed her eyes.

No problem yet

Suddenly she sat up. Had she fallen asleep? Something had changed. The sun had gone behind a cloud and the wind was blowing. Why was it so quiet? She looked over her shoulder. The beach was a long way away. The people on the beach were **like toys** in the distance. She could feel her raft moving quickly now, further out to sea. It was **like giant hands** where dragging her away from safety. The sea **didn't seem so friendly and playful anymore**. Jane was frightened. She waved and yelled but there was no one to hear her. What could she do!

Abrupt change of mood - continued personification of the sea

Problem

She fell asleep - raft drifted out to sea

Feelings

Jane got frightened

Action

She waved and yelled

Just then she heard the sound of a boat in the distance, getting louder and louder, coming closer. Soon she could see the lifeguards from the beach and there, in the back of the boat, looking very worried, was her dad.

Outcome

Dad got the lifeguards to come and rescue her. Jane felt differently about the sea.

Safely back on the beach, Jane **turned her back** on the sea. That was enough for one day. And maybe it would be a long time before she trusted her friend again.

A change in attitude towards the sea - a lesson learnt

Theme

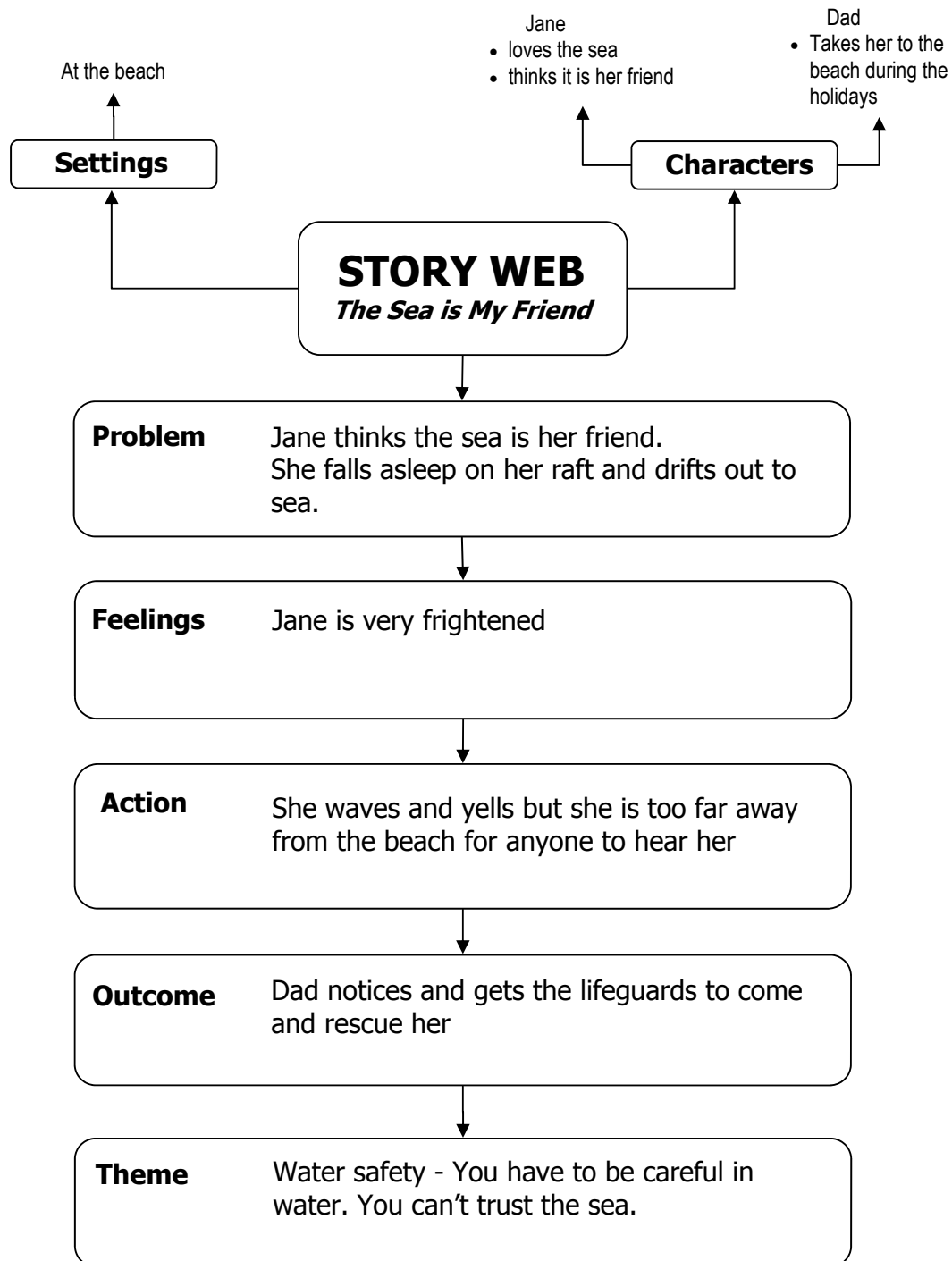
Don't trust the sea

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Prior knowledge or interests - *"I like the sea too."*

Interesting story structure - *"It has a scary problem."*

Use of interesting words and imagery - *"like toys in the distance", "giant hands"*

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)



The CHEEKY MAGPIE

by Matt MacManaway

Craig was walking home from school when he saw a magpie holding a five dollar note in its claws.

"Give me that money you stupid bird. You can't use it!" yelled Craig. The magpie cawed and looked down from the tree.

Craig's friend Katie saw him and went over to see what was wrong.

"That cheeky magpie has my five dollars!" exclaimed Craig.

"Oh I know how to fix that," said Katie. "Let's throw stones at it and it will drop the money when it flies away."

So they picked up stones and took turns at throwing them at the bird. The magpie looked up and flew a little higher into the tree.

"That bird is too smart for me," laughed Katie as she left Craig shaking his fist at the cackling bird.

Craig's Dad, who was driving home from the vet, stopped when he saw Craig shaking his fist.

"Dad, that cheeky magpie stole my five dollars!" complained Craig.

"I know how to fix that," smiled Dad as he took Abby out of the car and went over to the tree. The cat leapt up into the tree after the magpie with a vicious "meeeeeeeeeeow!" At the last moment, the magpie flew higher up the tree, away from the menacing cat.

"That bird's too smart for me!" waved Dad, as he picked up Abby and drove off home.

Craig's brother Jimmy was walking past and saw him shaking his fist.

"Jimmy, that cheeky magpie has five dollars and won't give it to me!" complained Craig, as he glared up at the bird.

"He looks hungry. Why don't you give him something to eat?" said Jimmy.

"I'm not giving that stupid bird anything!" roared Craig. Picking up a stick, he threw it in the direction of the magpie and stormed off.

Jimmy reached into his bag and pulled out a sandwich.

"Here you go mate, I don't want this," he said as he offered it to the magpie. The magpie gently flew down from the tree, pecked the sandwich from Jimmy's hand and flew off. Jimmy smiled and headed towards home. He turned back as he heard the magpie cawing behind him. He laughed to himself as he walked back towards the spot where he had fed the magpie and picked up the five dollar note that was lying on the ground.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)



The CHEEKY MAGPIE

by Matt MacManaway

ACTIVITIES

Junior Stories 1:2

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did Craig think the magpie should give him the money?
3. Draw a map of the setting showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about the best way to treat magpies.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about magpies that like collecting things.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a trap or make a plan that would help you get the \$5 off the magpie.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being kind to wild birds.

Yellow Hat Thinking (Good)

Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1

This was a great story

This story was OK

I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:2

RA 7-8 YRS

The CHEEKY MAGPIE by Matt MacManaway

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What do you know about magpies? What sort of birds are they?

STORY STRUCTURE

Craig was walking home from school when he saw a magpie holding a five dollar note in its claws.

"Give me that money you stupid bird. You can't use it!" yelled Craig. The magpie **cawed** and looked down from the tree.

Craig is very aggressive towards the magpie right from the start - thinks it is stupid

Characters

Craig - thinks magpies are stupid
The magpie

Setting

Walking home from school

Problem

Magpie has \$5 - Craig wanted it

Craig's friend Katie saw him and went over to see what was wrong.

"That cheeky magpie has my five dollars!" exclaimed Craig.

"Oh I know how to fix that," said Katie. "Let's throw stones at it and it will drop the money when it flies away."

So they picked up stones and took turns at throwing them at the bird. The magpie looked up and flew a little higher into the tree.

"That bird is too smart for me," laughed Katie as she left Craig shaking his fist at the **cackling** bird.

Maybe the bird is mocking them. Craig seems to be getting more upset.

New Character

Kate who is Craig's friend

Feelings

Craig is getting frustrated with the magpie

Action

Craig and Kate throw stones at the magpie

Craig's Dad, who was driving home from the vet, stopped when he saw Craig shaking his fist.

"Dad, that cheeky magpie stole my five dollars!" complained Craig.

"I know how to fix that," smiled Dad as he took Abby out of the car and went over to the tree. The cat leapt up into the tree after the magpie with a **vicious** "meowwwwwwww!" At the last moment, the magpie flew higher up the tree, away from the **menacing** cat.

"That bird's too smart for me!" waved Dad, as he picked up Abby and drove off home.

Repeating pattern developing in the storyline

New Characters

Craig's dad and Abby the cat who doesn't like birds

Action

Dad sets Abby the cat onto the magpie

Craig's brother Jimmy was walking past and saw him shaking his fist.

"Jimmy, that cheeky magpie has five dollars and won't give it to me!" complained Craig, as he glared up at the bird.

"He looks hungry. Why don't you give him something to eat?" said Jimmy.

"I'm not giving that stupid bird anything!" roared Craig. Picking up a stick, he threw it in the direction of the magpie and **stormed** off.

Craig no longer says the money is his. Why is he so angry with the magpie?

New Character

Craig's brother Jimmy

Feelings

Craig is very angry

Action

Refuses to feed the magpie and leaves

Jimmy reached into his bag and pulled out a sandwich.

"Here you go mate, I don't want this," he said as he offered it to the magpie.

The magpie gently flew down from the tree, pecked the sandwich from Jimmy's hand and flew off. Jimmy smiled and headed towards home. He turned back as he heard the magpie cawing behind him. He laughed to himself as he walked back towards the spot where he had fed the magpie and picked up the five dollar note that was lying on the ground.

Did Jimmy know the magpie would drop the \$5?

Action

Jimmy feeds the magpie

Outcome

The magpie leaves the \$5 for Jimmy

Theme

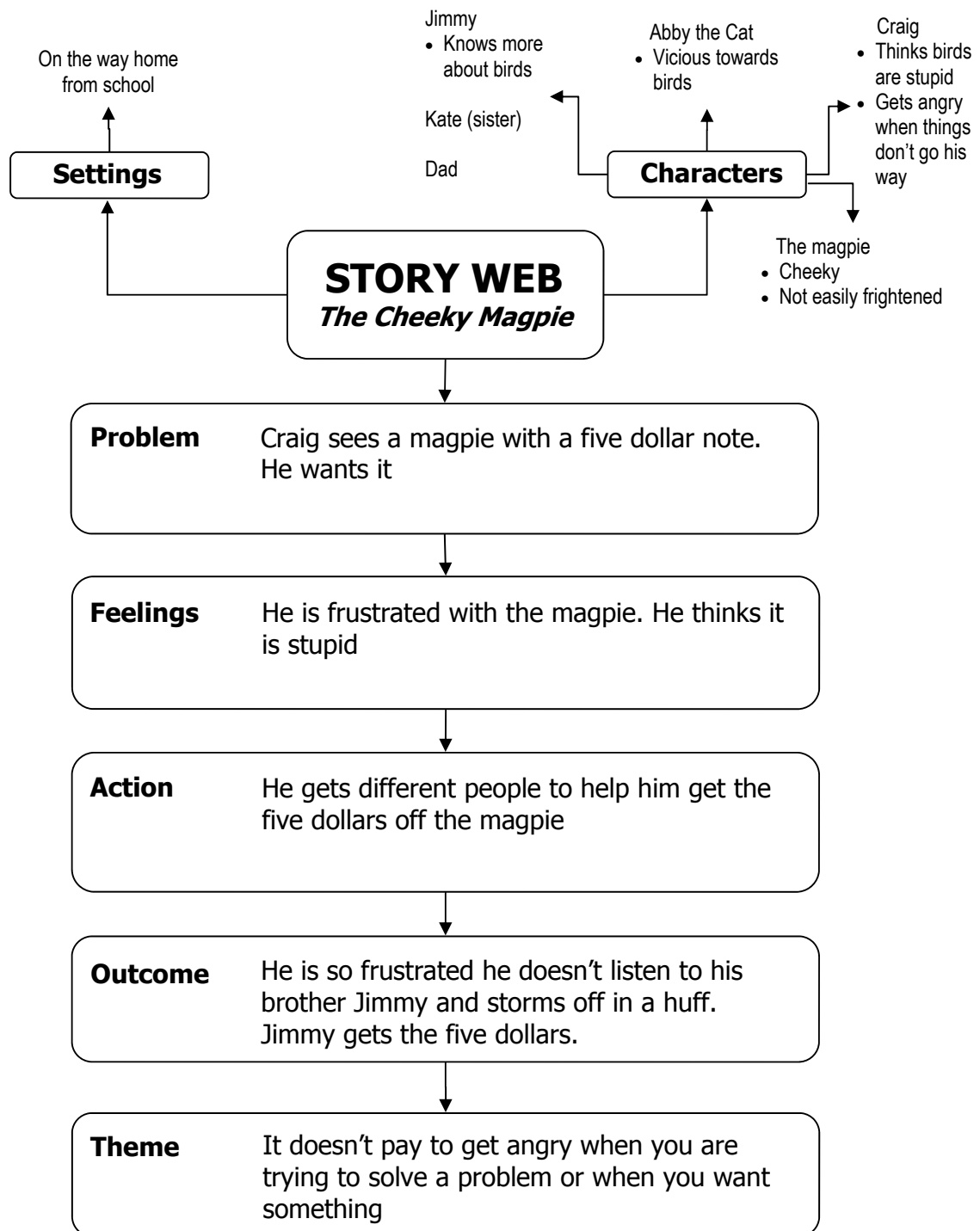
Being angry doesn't help solve problems

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *It had a good ending. Craig didn't deserve to get the \$5.*

I was wondering what was going to happen.

Humour - *The magpie and the cat made me laugh.*

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)

A Dog's Life

by Marco Fazzi

Ben put two big paws against the door and pushed. He jumped onto the bed and covered Jack's face with big, happy licks. Jack woke up and gave Ben a big hug. This was how Jack woke up every morning. Jack and Ben played together. They went for long walks and explored all the hills near Jack's house together. They never argued or fought like some people at school. Jack and Ben were best friends.

Jack sometimes felt sorry for Ben. He thought that being a dog must be really boring. Dogs can't play football. Dogs can't skateboard or ride bikes. They don't go to their friends' houses. When it's raining, dogs can't watch the television or play computer games. The only fun they seem to have is when you throw a stick for them or when they chase a rabbit.

Jack looked at the clock. It was almost 8 am. "If we go for a morning walk I'll be late for school," he said. "Sorry, Ben." The dog just wagged its tail. Then Jack remembered that he hadn't done his homework. It was too late to do it now, and Jack knew that Old Sniff, his bad-tempered teacher, was going to be cross. Jack got out of bed and started to get dressed. He looked out of the window and saw the pouring rain. He decided to put on his raincoat, even though it rubbed against his bare legs when he biked to school.

There was no time for breakfast. Jack would have to race to school to get there before the bell rang. He gave the dog a quick pat. "Cheer up, Ben!" Jack said. "Today is Monday, but we'll have some fun in the weekend."

He felt sorry for the poor old dog, but there was nothing he could do. He climbed onto his bike, put his head down against the south wind and freezing rain, and cycled off up the long, steep road. Ben watched his master leave, then jumped down from the window and went over to the warm wood burner. He lay down and curled up. He was soon fast asleep, dreaming happily of sticks and hills and rabbits.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

A Dog's Life

by Marco Fazzi

ACTIVITIES

Junior Stories 1:3

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. List all the things that were going to make it a tough day for Jack.
3. Draw a map of the setting showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about how to give your dog a good time.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about a dog's life.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design an inside dog pen for Ben on a cold rainy day with lots of things to keep him busy and happy while Jack is at school.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being a dog.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:3

RA 7-8 YRS

A Dog's Life

by Marco Fazzi

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: *What would it be like being a dog? Good and bad things?*

STORY STRUCTURE

Characters

Jack - a boy
Ben - Jack's dog
They are good friends

Setting

At home

Ben put two big paws against the door and pushed. He jumped onto the bed and covered Jack's face with big, happy licks. Jack woke up and gave Ben a big hug. This was how Jack woke up every morning. Jack and Ben played together. They went for long walks and explored all the hills near Jack's house together. They never argued or fought like some people at school. Jack and Ben were **best friends**.

Introduction to main characters - no problem yet

Jack sometimes **felt sorry for Ben**. He thought that being a dog must be really boring. Dogs can't play football. Dogs can't skateboard or ride bikes. They don't go to their friends' houses. When it's raining, dogs can't watch the television or play computer games. The only fun they **seem to have** is when you throw a stick for them or when they chase a rabbit.

Jack's view of a dog's life

Problem

Jack doesn't think that dogs have much fun especially when it's raining

Feelings

He feels sorry for Ben

Jack looked at the clock. It was almost 8 am.

"If we go for a morning walk I'll be late for school," he said. "Sorry, Ben." The dog **just wagged its tail**. Then Jack remembered that he hadn't done his homework. It was too late to do it now, and Jack knew that Old Sniff, his bad-tempered teacher, was going to be cross. Jack got out of bed and started to get dressed. He looked out of the window and saw the pouring rain. He decided to put on his raincoat, even though it rubbed against his bare legs when he biked to school. There was no time for breakfast. Jack would have to race to school to get there before the bell rang. He gave the dog a quick pat. "Cheer up, Ben!" Jack said. "Today is Monday, but we'll have some fun in the weekend."

Jack's day doesn't sound like too much fun!

Problem Development

Jack is late for school - no walk for Ben.
It is raining
Jack hasn't done his homework.
Had to wear his raincoat that rubbed his legs.
He has no time for breakfast.

Feelings

Jack felt sorry for Ben

Action

Promises Ben they will have fun in the weekend

He felt sorry for the **poor old dog**, but there was nothing he could do. He climbed onto his bike, put his head down against the south wind and **freezing** rain, and cycled off up the **long, steep** road. Ben watched his master leave, then jumped down from the window and went over to the warm wood burner. He lay down and curled up. He was soon fast asleep, dreaming happily of sticks and hills and rabbits.

Who do we really feel sorry for? Does the reader get what the author is trying to say?

Outcome

Ben doesn't mind - he can sleep in front of the warm fire.
Jack has to go to school in the rain

Theme

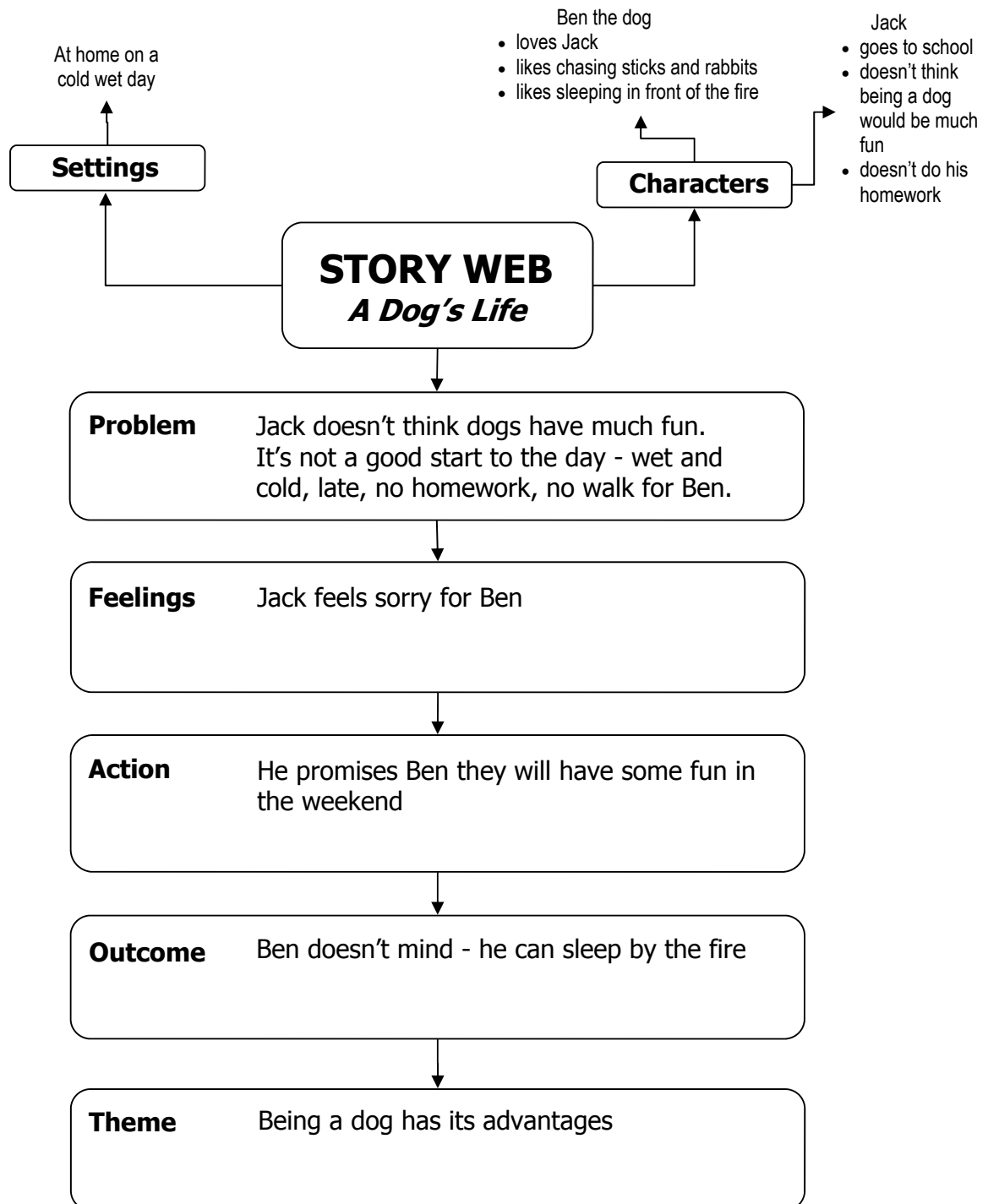
Being a dog has its advantages

AFTER READING DISCUSSION

1. Review Story Structure: *(sample on next page)*
2. Story Evaluation: *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Topic Interest - "I like stories about dogs - licking Jack's face is funny."

Theme - "We had to read between the lines to get what the author was trying to say"

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)

BEST FRIENDS

BY HILTON AYREY

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are sworn enemies, these two got along just fine.

You can imagine Leo's distress one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an early riser and Leo was not. Maybe she had slipped off into the forest to prowl around pretending to be the hunter.

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway... and there by the side of the road lay his friend, still and lifeless.

He bounded over to her and started to lick her face. Sophie stirred and meowed pitifully. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the loose skin at the back of her neck – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked furiously until the family came rushing to see what was the matter.

Sophie was very lucky. The vet said she must have had been hit by a car but there was no serious damage. For a long time after that Leo wouldn't let her out of his sight.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

BEST FRIENDS

BY HILTON AYREY

ACTIVITIES

Junior Stories 1:4

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why was it surprising that Leo and Sophie were best friends?
3. Draw a map of the setting showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster for the missing Sophie.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about a pet that goes missing.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design some way that Leo can keep track of Sophie at all times.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having a best friend.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:4

RA 7-8 YRS

BEST FRIENDS BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What are best friends? Can cats and dogs be best friends?

STORY STRUCTURE

Leo and Sophie were the best of friends. They always ate side by side, never fighting over the food that was served up. During the day they would follow each other around, finding sunny places to snooze in and chasing leaves and anything else that moved in the garden. On cold nights they would snuggle up against each other for warmth. You may think that is not surprising, but Leo was a golden Labrador, and Sophie was a Siamese cat. While most cats and dogs are **sworn enemies**, these two got along just fine.

Characters

Leo the Labrador
Sophie the Siamese cat
Spent all day together

Setting

The garden where they live

You can imagine Leo's **distress** one morning when Sophie was missing at breakfast time. Leo sat waiting by his dog bowl for his friend to turn up. He barked and waited ... but no Sophie. He started to sniff around and found a trail leading off into the forest at the back of the house. Sophie was an **early riser** and Leo was not. Maybe she had slipped off into the forest to prowl around **pretending to be the hunter**.

Character development: Leo's feelings; Sophie - an early riser, pretends to hunt?

Problem

Sophie went missing

Feelings

Leo was distressed

Action

He barked and waited.
Found a trail leading into the forest

Deeper and deeper into the forest went Leo, following the trail. The further he went the more he began to panic. In all their walks and exploring they had never gone this far from home. He heard the sound of traffic getting louder and louder. Suddenly the trees cleared and Leo found himself beside a busy highway ... and there by the side of the road lay his friend, still and lifeless.

Rising tension to the story climax - what will be the outcome.

Action

Leo followed the trail.
He found Sophie

He **bounded** over to her and started to lick her face. Sophie stirred and meowed **pitifully**. There was blood on her leg and she couldn't move. Very gently Leo picked her up in his mouth using the **loose skin at the back of her neck** – the way he had seen Sophie pick up her kittens last summer – and carefully made his way back through the forest. He lay the meowing cat down at the back door and barked **furiously** until the family came rushing to see what was the matter.

Good passage to dig into - imagery and emotion

Action

Leo carried Sophie back to the house

Sophie was very lucky. The vet said she must have had been hit by a car but there was no serious damage. For a long time after that Leo wouldn't let her out of his sight.

Happy ending but Leo is now worried - things have changed

Outcome

Sophie was alright.
Leo followed her around.

Theme

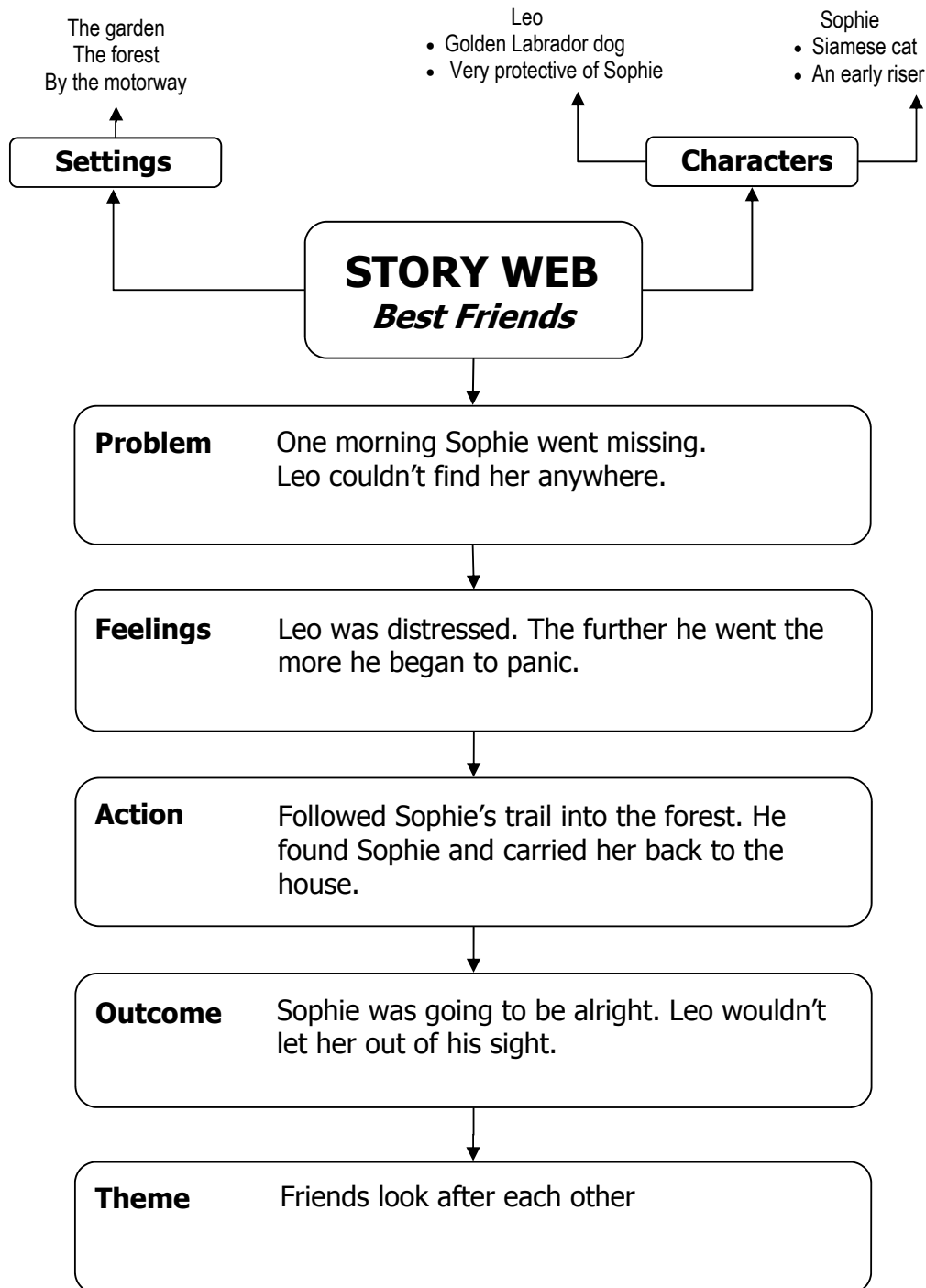
Friends look after each other.

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *It had a happy ending*

I was worried about what had happened to Sophie

Familiar topic - *That happened to my cat. I know how Leo felt.*

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)

BISCUITS FOR THE TEACHER

BY HILTON AYREY

Stephen really liked his teacher Miss Thomas. He loved it when she smiled at him and thanked him for sitting up straight and he beamed when she said how neat his work was. He was always trying to please her. You can imagine how upset he was when she told the class one morning that she was leaving to go to another school. How could she do that?

He would have to give her something very special so that she would always remember him. His mother baked cakes for people on special occasions. He would make Miss Thomas some special biscuits. He would have to act quickly because tomorrow was her last day.

When he got home there was a note on the kitchen table from his mother. She was going to have to work late and wouldn't be home until way past his bedtime. Dad knew nothing about what happens in the kitchen so he wasn't going to be any help.

He knew all about making icing. He had helped his mother with this before, but making the biscuits was going to be a problem. He needed a shortcut. Mum always had a supply of biscuits from the supermarket in the pantry so he burrowed down to see what he could find.

At the very back of the pantry amongst all the fancy stuff, he found what he was looking for - some nice oaty biscuits. It would look like he had made them himself once he heaped on the chocolate icing. Miss Thomas loved chocolate.

An hour later he stepped back to admire his work. The biscuits looked awesome. He put them in a container and headed off to do his homework.

There were lots of other children around when Stephen arrived at school the next morning, just as he had planned. Miss Thomas went on and on about his biscuits, how yummy they looked, and Stephen felt very proud.

"And you made them all yourself...my word you are so special Stephen. I am going to miss you!"
That was music to his ears.

She reached into the container and chose a biscuit heaped with icing. "You know exactly what I like Stephen," she said as she closed her eyes in anticipation and took a big bite. But something was wrong! The look on her face changed from delight to worry and then horror as she gagged and rushed from the room. The half eaten biscuit lay upside down on the floor and it was only then that Stephen noticed the label moulded into the bottom - TUX DOG BISCUITS.

Miss Thomas would certainly remember him!

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

BISCUITS FOR THE TEACHER

BY HILTON AYREY

ACTIVITIES

Junior Stories 1:5

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why was Stephen so upset when he found out Miss Thomas was leaving?
3. Draw a map of the settings showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster for Miss Thomas's new pupils about how to make her happy.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about Stephen's mistake.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a going away present for your teacher so that he or she will **always** remember you.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about trying to please the teacher.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1

This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:5

RA 8-9 YRS

BISCUITS FOR THE TEACHER

BY HILTON AYREY

BEFORE READING DISCUSSION

1. **Access prior knowledge:** *How do you impress a teacher? What do teachers like?*
2. **Are there any clues in the title?**

STORY STRUCTURE

Stephen really liked his teacher Miss Thomas. He loved it when she smiled at him and thanked him for sitting up straight and he beamed when she said how neat his work was. He was **always trying to please her**. You can imagine how upset he was when she told the class one morning that she was leaving to go to another school. How could she do that?

He would have to give her something very special so that she would **always remember** him. His mother baked cakes for people on special occasions. He would make Miss Thomas some special biscuits. He would have to act quickly because tomorrow was her last day.

Quickly into the problem, feelings, and action.

Character

Stephen - always trying to please the teacher
Miss Thomas - teacher

Problem

Miss Thomas is leaving

Feelings

Stephen is very upset

Action

Make some special biscuits so she would always remember him

When he got home there was a note on the kitchen table from his mother. She was going to have to work late and wouldn't be home until way past his bedtime. Dad **knew nothing** about what happens in the kitchen so he wasn't going to be any help.

Character information about Mum and Dad that can be inferred.

Setting

At home

Problem development

Mum isn't there to help and Dad is useless in the kitchen

He knew all about making icing. He had helped his mother with this before, but making the biscuits was going to be a problem. He needed a shortcut. Mum always had a supply of biscuits from the supermarket in the pantry so he burrowed down to see what he could find. At the very back of the pantry, amongst all the fancy stuff, he found what he was looking for - some nice oaty biscuits. It would look like he had **made them himself** once he heaped on the chocolate icing. Miss Thomas loved chocolate.

This is the 'moment of truth' in the story

Action

Found some biscuits in the pantry and covered them with chocolate icing. Everyone would think he had made them

An hour later he stepped back to admire his work. The biscuits looked great. He put them in a container and headed off to do his homework.

There were lots of other children around when Stephen arrived at school the next morning, **just as he had planned**. Miss Thomas went on and on about his biscuits, how yummy they looked, and Stephen felt very proud.

"And you made them all yourself...my word you are so special Stephen. I am going to miss you!"

That was **music to his ears**.

Everything is going according to plan

Setting

At school

Outcome

Stephen gets lots of attention from Miss Thomas

She reached into the container and chose a biscuit heaped with icing. "You know exactly what I like Stephen," she said as she closed her eyes in anticipation and took a big bite. But something was wrong! The look on her face changed from delight to worry and then horror as she gagged and rushed from the room. The half eaten biscuit lay upside down on the floor and it was only then that Stephen noticed the label moulded into the bottom - TUX DOG BISCUITS. Miss Thomas **would certainly remember him!**

Outcome

Dog biscuits - yuck!
Not the outcome Stephen was after

Theme

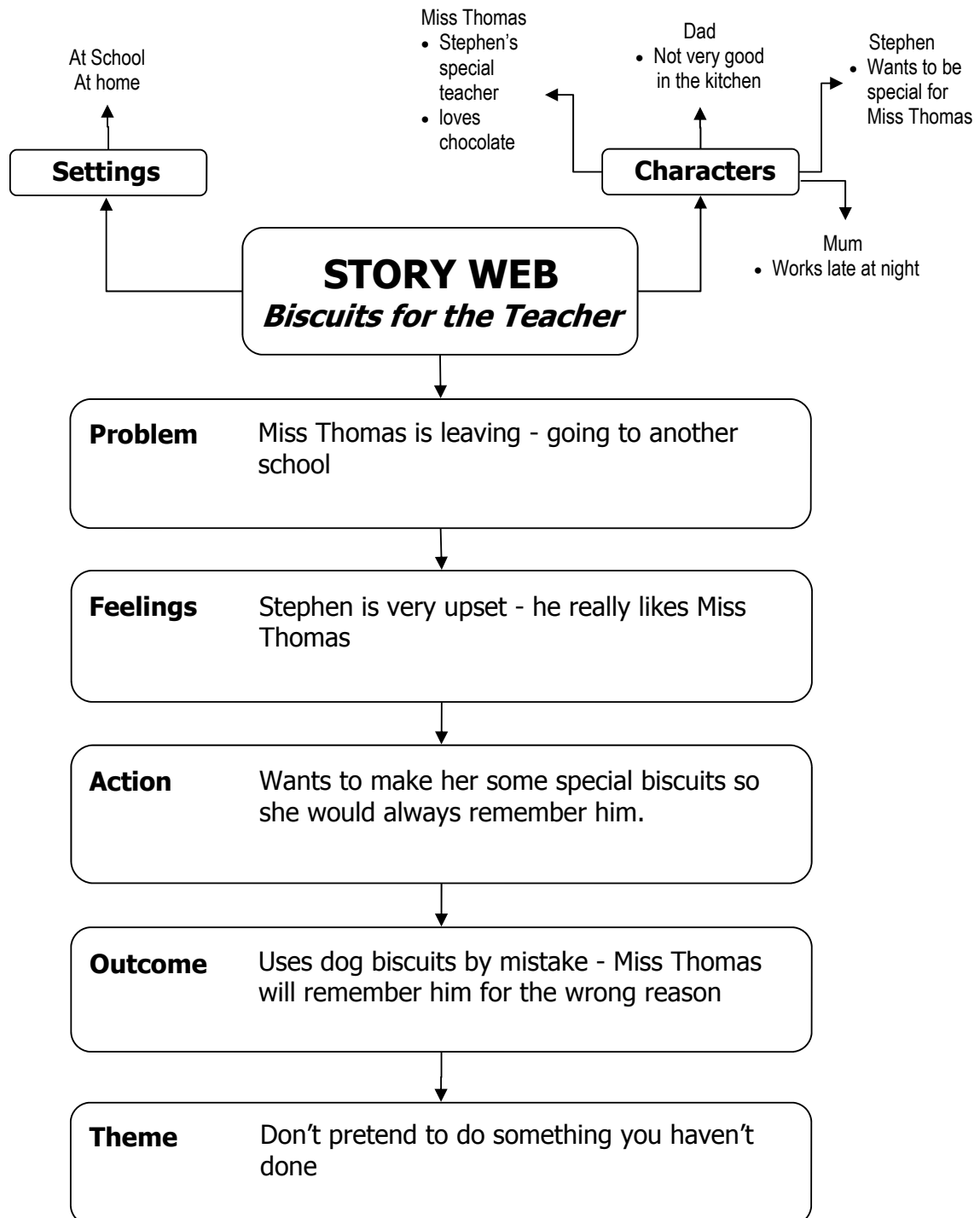
Don't pretend to do something you haven't done.

AFTER READING DISCUSSION

1. **Review Story Structure:** *(sample on next page)*
2. **Story Evaluation:** *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It had a good ending. I was wondering what was going to happen.*
Characters - *Stephen was a good character - we found out a lot about him.*
- *I felt sorry for him at the end but he was trying too hard.*

What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 10)

Island in the Sun

by Marco Fazzi

The first people that arrived on the island found it covered in trees. Everywhere they looked, there were trees. They cut some down to make houses. They lit fires to clear parts of the forest so they could make gardens to grow fruit and vegetables. More trees were chopped down to make fishing boats. It didn't matter that so many trees had to be cut down because there were still millions more left.

It was a good life. The summers were warm and long. There was fish from the sea, crops from the gardens, tasty birds in the woods, and plenty of firewood from the forest. The people carved a giant stone statue to celebrate. They built a large wooden cart to carry it down to the beach and stood it facing out to sea. It didn't matter that it took so many trees to make the cart because there were thousands more left.

There were so many people now that they started to make new villages. Some folk were jealous that other peoples' villages were bigger and smarter than theirs, so they had to build bigger, better houses for everyone. They felled even more trees to put up solid fences to protect their homes. It didn't matter that they had to use up so much wood because there were still hundreds of trees left.

Everyone was happy. The villages started a competition to see who could make the best statue. For weeks on end, large wooden carts carrying the great statues were dragged down to the beach. The people set fire to the carts when they'd finished since it was easier than dragging them all the way back up the hill. It didn't matter that they had to make a new cart for each statue because there were still dozens of trees left.

One day, a man went to look for some firewood. He found the last tree and cut it down. There were no more trees left. The birds had nowhere to make their nests. They flew off to look for somewhere else to live, so there was no more meat or eggs for the people to eat. There were no trees to shelter the gardens, so the sea wind blew away the soil and the crops died. There was no wood left to repair the boats, so there were no more fish to eat. The winter came and there was no way to keep warm.

Some years later, a sailing ship reached the island. The last of the people, thin and sickly, climbed aboard and left the island forever. All that remained on the empty, bare island were the great statues that stared silently out to sea.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

Island in the Sun

by Marco Fazzi

ACTIVITIES

Junior Stories 1:6

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of all the things the people on the island used the wood for.


UNDERSTANDING - Show that you understand the story

2. Why did the people burn the carts that they built to carry the statues?
3. Draw a map of the island showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster warning the people about what will happen if they keep chopping down the trees.
5. Write a short poem or rap song about what happened on this island.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Come up with a solution to the problem on this island so that the people do not have to leave.

Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about living on this island.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:6

RA 8-9 YRS

Island in the Sun

by Marco Fozzi

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: *What would it be like if you went to live on an island and you were the first people there? What would you have to do?*

The first people that arrived on the island found it covered in trees. Everywhere they looked, there were trees. They cut some down to make houses. They lit fires to clear parts of the forest so they could make gardens to grow fruit and vegetables. More trees were chopped down to make fishing boats. It didn't matter that so many trees had to be cut down because there were **still millions more left**.

STORY STRUCTURE

Characters

'The people' - no particular individuals

Setting

An island

Problem

Starting a new life

Action

They chopped down the trees to make whatever they needed

It was a good life. The summers were warm and long. There was fish from the sea, crops from the gardens, tasty birds in the woods, and plenty of firewood from the forest. The people carved a giant stone statue to celebrate. They built a large wooden cart to carry it down to the beach and stood it facing out to sea. It didn't matter that it took so many trees to make the cart because there were **thousands more left**.

Feelings

They didn't worry about using the trees because there were so many of them

There were so many people now that they started to make new villages. Some **folk were jealous** that other peoples' villages were bigger and smarter than theirs, so they had to build bigger, better houses for everyone. They felled even more trees to put up solid fences to protect their homes. It didn't matter that they had to use up so much wood because there were still **hundreds of trees left**.

Problem development

There were more people
They wanted bigger and better houses

Feelings

They still didn't worry about using the trees because there were so many of them

Everyone was happy. The villages started a competition to see who could make the best statue. For weeks on end, large wooden carts carrying the great statues were dragged down to the beach. The people set fire to the carts when they'd finished since it was easier than dragging them all the way back up the hill. It didn't matter that they had to make a new cart for each statue because there were still **dozens of trees left**.

Action

They became very wasteful with their use of the trees

Outcome clues in the story - smaller number of trees in each paragraph and repetition of "It didn't matter..."

One day, a man went to look for some firewood. He found the last tree and cut it down. There were no more trees left. The birds had nowhere to make their nests. They flew off to look for somewhere else to live, so there was no more meat or eggs for the people to eat. There were no trees to shelter the gardens, so the sea wind blew away the soil and the crops died. There was no wood left to repair the boats, so there were no more fish to eat. The winter came and there was no way to keep warm.

Outcome

All the trees had gone.
This had a terrible effect on everything else

Some years later, a sailing ship reached the island. The last of the people, thin and sickly, climbed aboard and left the island forever. All that remained on the empty, bare island were the **great statues that stared silently out to sea**.

monuments to man's stupidity - vivid image

Theme

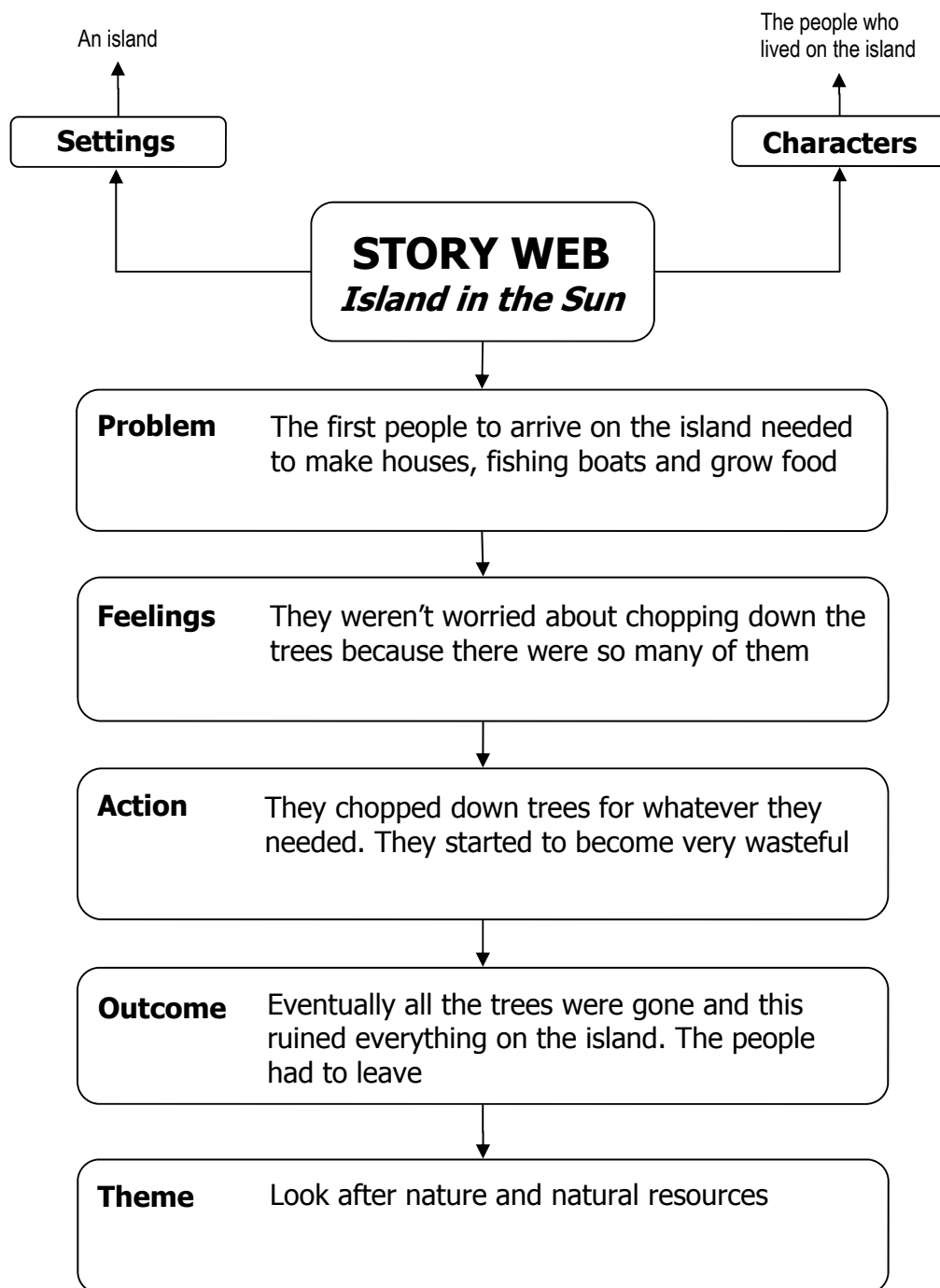
Look after nature - don't abuse it

AFTER READING DISCUSSION

1. Review Story Structure: *(sample on next page)*
2. Story Evaluation: *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Imagery - *The statues at the end (nothing alive left) was a sad picture*
Theme - *It made me think about wasting things and looking after the environment*

What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 10)

Watching maddie

by hilton ayrey

Malcolm loved watching golf. Whenever he had a spare moment (and there weren't many of those) he would sink into his lazy-boy chair and surf the TV channels looking for golf news, or golf highlights.

Because he was so busy with his job he didn't get a chance to watch golf live very often. He also had his family to look after, his wife and their two year old daughter Maddie, and the house needed painting in the weekends.

However, one cold wet Saturday afternoon (no chance to do any work outside) it looked like his dream had come true. His wife was taking Maddie out for the afternoon and it just so happened that the final round of the Masters PGA Tournament was being televised live. Malcolm was looking forward to an exciting afternoon in front of the telly.

With only hours before the tee-off, there was a problem. A change of plans. Mum was very sorry but Maddie would have to stay at home.

After a trip to the toy shop to buy a tea set and a quickly arranged tea party with all the dolls and stuffed toys that Malcolm could lay his hands on, it looked like he was onto a winner. Maddie was totally caught up in a make believe world where she was the queen of hostesses.

Throughout the afternoon, as Tiger Woods blazed his way around the course, Maddie brought her daddy lots of cups of water tea and Daddy always thanked her and told her how clever she was to make such yummy drinks.

When Mummy arrived home she was pleasantly surprised to see that Maddie was still playing so happily with her tea set and Daddy had been able to watch his golf.

Malcolm made her wait in the living room (as Tiger lined up his putt on the 16th) to watch Maddie bring him yet another cup of tea because it was "just the cutest thing". Sure enough here comes Maddie down the hall with a cup of tea for Daddy and they both watch him drink it (as Tiger nails his putt).

And only then does Mummy say, "Do you realise that the only place she can reach to get water is the toilet?"

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

Watching Maddie

by hilton ayrey

ACTIVITIES

Junior Stories 1:7

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. What does it mean when it says in the story that "it looked like his dream had come true"?
3. Draw a map of the setting showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about looking after two year olds.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about Malcolm's afternoon.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design some other activities to keep Maddie busy while Malcolm watches golf.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list for Malcolm of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about having a two year old daughter.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:7

RA 8-9 YRS

Watching maddie

by hilton ayrey

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: What is it like having to look after a two year old?

Malcolm loved watching golf. Whenever he had a spare moment (and there **weren't many** of those) he would sink into his lazy-boy chair and surf the TV channels looking for golf news, or golf highlights.

Because he was so busy with his job he didn't get a chance to watch golf live very often. He also had his family to look after, his wife and their two year old daughter Maddie, and the house needed painting in the weekends.

Important character development

However, one cold wet Saturday afternoon (no chance to do any work outside) it looked like **his dream had come true**. His wife was taking Maddie out for the afternoon and it just so happened that the final round of the Masters PGA Tournament was being televised live. Malcolm was looking forward to an exciting afternoon in front of the telly.

With only hours before the tee-off, there was a problem. A change of plans. Mum was very sorry but Maddie would have to stay at home.

After a trip to the toy shop to buy a tea set and a quickly arranged tea party with all the dolls and stuffed toys that Malcolm could lay his hands on, it looked like he was **onto a winner**. Maddie was totally caught up in a make believe world where she was the queen of hostesses.

Throughout the afternoon, as Tiger Woods **blazed his way around the course**, Maddie brought her daddy lots of cups of water tea and Daddy always thanked her and told her how clever she was to make such yummy drinks.

This is a fairly dense chunk carrying the weight of the storyline

When Mummy arrived home she was pleasantly surprised to see that Maddie was still playing so happily with her tea set and Daddy had been able to watch his golf.

Changes from Malcolm and Mum, to Mummy and Daddy

Daddy made her wait in the living room (as Tiger lined up his putt on the 16th) to watch Maddie bring him yet another cup of tea because it was "just the cutest thing". Sure enough here comes Maddie down the hall with a cup of tea for Daddy and they both watch him drink it (as Tiger nails his putt).

*Malcolm still very distracted by what is happening on the TV - use of brackets
Change from past tense to present tense for effect*

And only then does Mummy say, "Do you realise that the only place she can reach to get water is the toilet?"

STORY STRUCTURE

Characters

Malcolm - loved watching golf
- busy job
Malcolm's wife
Maddie - Malcolm's 2 yr old daughter

Setting

At home

Problem

Malcolm was going to have to look after Maddie while the golf was on

Action

Malcolm went to the toy shop and bought a tea set for Maddie

Outcome

Maddie played tea parties all afternoon.
Malcolm was able to watch the golf

Outcome

Mummy was pleased (and surprised) that everyone was happy when she got home

Outcome

Malcolm had been drinking water out of the toilet

Theme

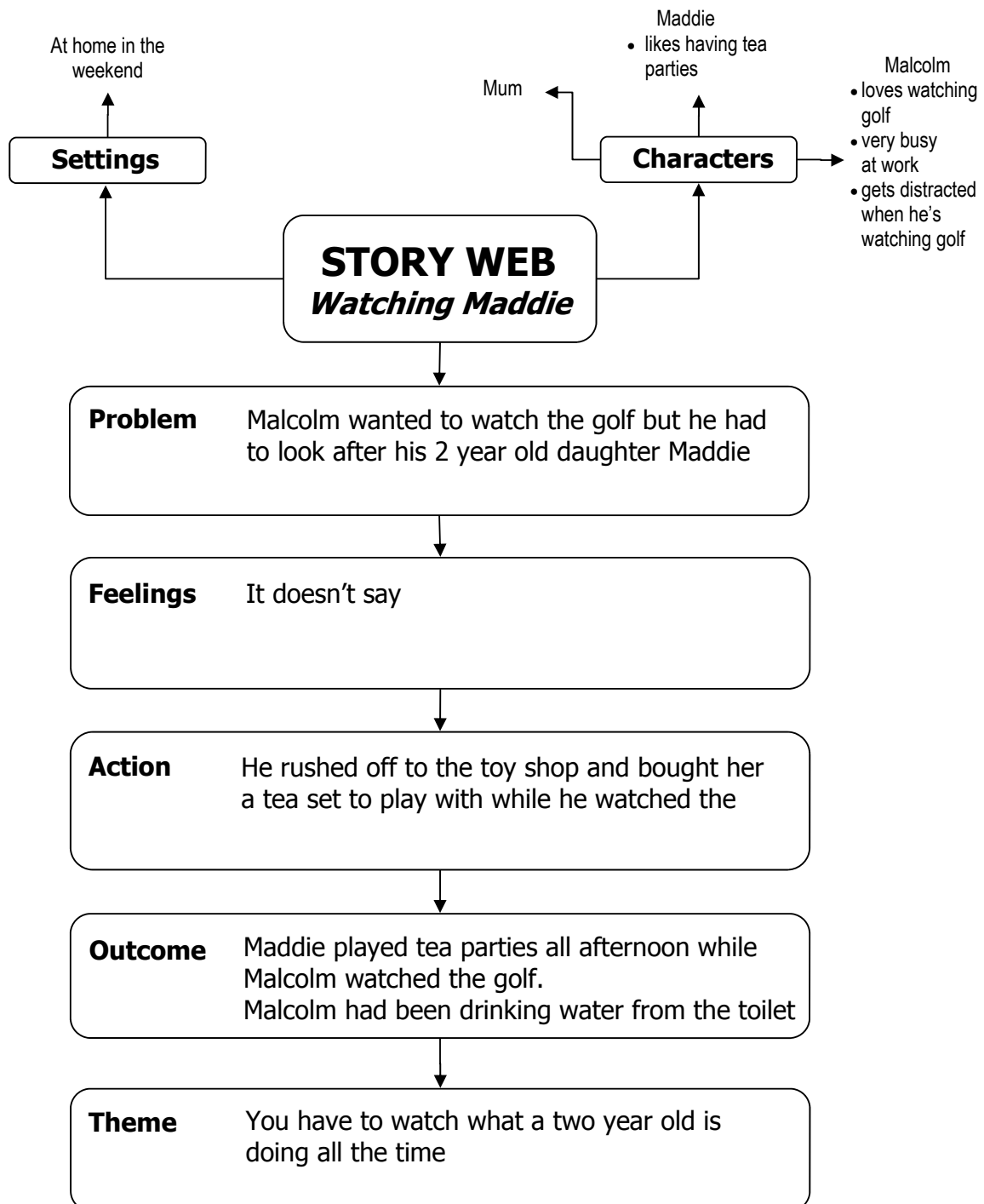
You have to watch 2 yr olds all the time

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *The funny twist at the end - I wasn't expecting that*
Familiar topic - *My dad gets like that when he watches sport*

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)

The Last Straw

BY HILTON AYREY

My brothers are so dead. This is the end of the line. I will not come out of my room until I have a plan to destroy them once and for all. Outside I can hear them laughing and hooting even though they got such a telling off from Mum. In my mind I can see them down a deep pit surrounded by all sorts of disgusting rubbish and slimy creatures. There is no way out of the pit. They cannot climb the walls. They are looking up at me, begging me to help them, but I just smile and then I walk away.

They are twins, two years older than me, and for some reason they think I was placed on this earth for their entertainment. I have always been the target of their silly jokes. Like the time when I was four and it was snowing. They tied me to a chair and left me outside in the snow to see how long it would take to create a living snowman.

Or the Guy Fawkes night when I was sitting on the toilet and forgot to lock the door. The door burst open and closed again and there at my feet was a string of fireworks. I watched helplessly as the wick burnt down.

Mum is always furious with their pranks but nothing she does to punish them seems to slow them down. It just goes on and on.

So what happened this time that was so terrible? It was nothing much. There have been other times when it was much worse. But this time I have had enough. I will never ever get sucked in again because things are going to change forever.

My eye feels bad but the doctor said there was no damage. Dad is making them wash his car and then they have to weed the garden but they seem to be having a good time out there.

We were playing with our super-soaker water guns and they went to refill using the garden hose. They did such a good job on me I have to admit. They really know how to get me. They were so straight-faced ... they are always are so straight-faced during the set-up.

"Hey Michael. Come and have a look at this. Someone's put jelly beans up the hose !!"

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

The Last Straw

BY HILTON AYREY

ACTIVITIES

Junior Stories 1:8

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why is Michael staying in his room?
3. Draw pictures with labels to show you understand the 3 pranks that the older brothers played on the storyteller in the story.

APPLYING - Using what you know from the story

4. Make a poster warning Michael's brothers to leave him alone.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about Michael and his brothers.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Plan the ultimate come back for Michael so that his brothers will never mess with him again.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about playing practical jokes.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:8

RA 8-9 YRS

The Last Straw

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: Discuss practical jokes. How do they make you feel?

STORY STRUCTURE

My brothers are so dead. This is the end of the line. I will not come out of my room until I have a plan to destroy them once and for all. Outside I can hear them laughing and hooting even though they got such a telling off from Mum. **In my mind** I can see them down a deep pit surrounded by all sorts of disgusting rubbish and slimy creatures. There is no way out of the pit. They cannot climb the walls. They are looking up at me, begging me to help them, but I just smile and then I walk away.

Different story structure - feelings come before the problem and the introduction to the characters

Characters

Two older brothers, Mum
The storyteller

Setting

At home

Problem

Not sure yet

Feelings

Storyteller is very angry with his brothers

They are twins, two years older than me, and for some reason they think I was placed on this earth **for their entertainment**. I have always been the target of their silly jokes. Like the time when I was four and it was snowing. They tied me to a chair and left me outside in the snow to see how long it would take to create a living snowman.

Flashback to fill in the back story

Problem

Older twin brothers are always playing pranks on the storyteller

Feelings

They feel that they have a right to be mean to their younger brother.

Or the Guy Fawkes night when I was sitting on the toilet and forgot to lock the door. The door burst open and closed again and there at my feet was a string of fireworks. I watched helplessly **as the wick burnt down**.

Mum is always furious with their pranks but nothing she does to punish them seems to slow them down. It just goes on and on.

More flashbacks - Character development - Mum is unable to do anything about it.

Feelings

Mum get mad at the older boys

Action

Nothing she does stops them

So what happened this time that was so terrible? It was nothing much. There have been other times when it was much worse. But this time I have had enough. I will never ever get sucked in again because things are going to change forever.

My **eye feels bad** but the doctor said there was no damage. Dad is making them wash his car and then they have to weed the garden but they seem to be having a good time out there.

Author is still withholding the prank that set all this up

Action

The storyteller is going to come up with a plan that will stop them for ever

We were playing with our super-soaker water guns and they went to refill using the garden hose. They did such a good job on me I have to admit. They really know how to get me. They were so straight-faced ... they are always are so **straight-faced during the set-up**.

"Hey Michael. Come and have a look at this. Someone's put jelly beans up the hose !!"

Do the readers get what has happened here?

Outcome

We don't know what Michael will do

Theme

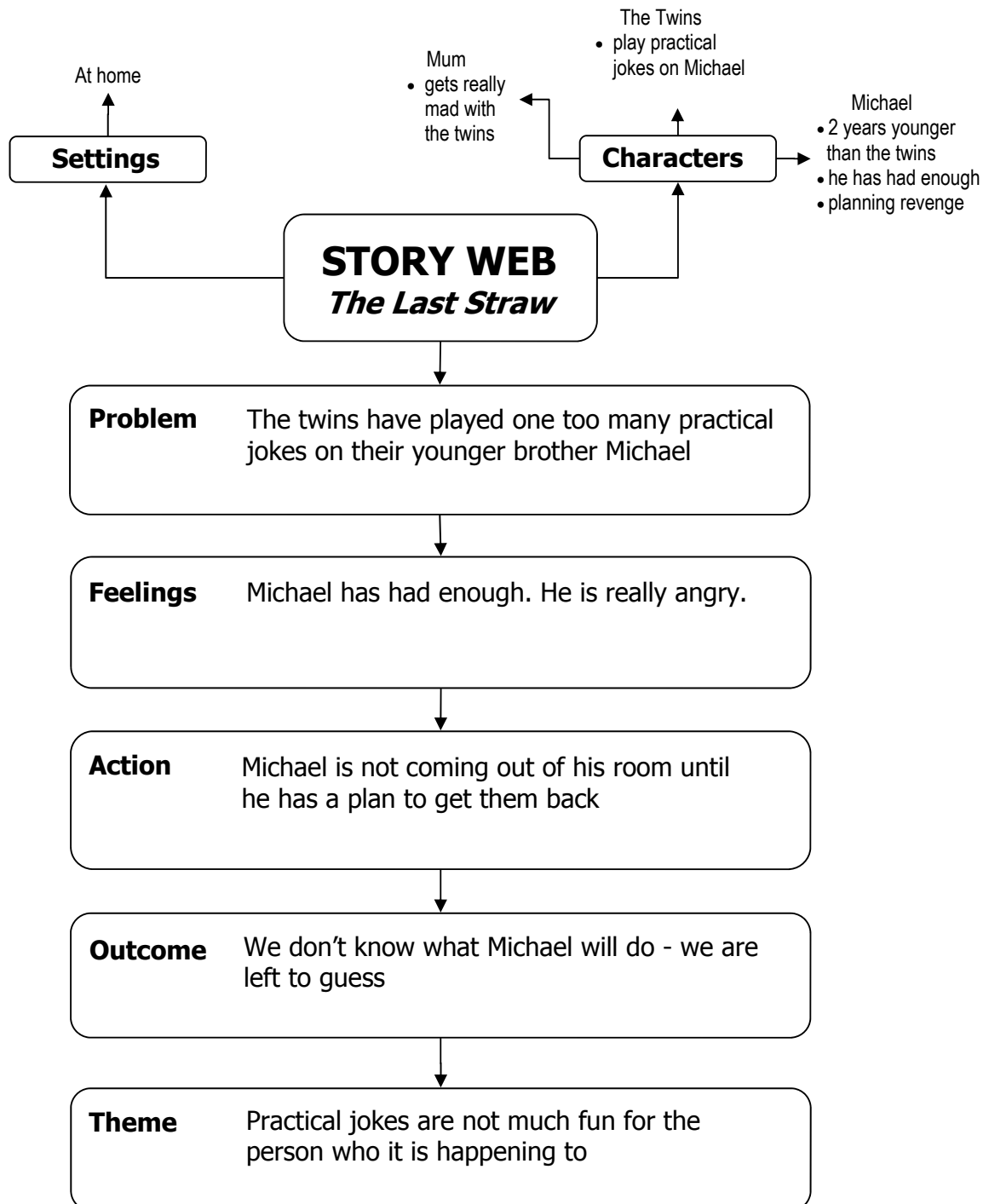
Bullying - practical jokes are not fun for the person on the receiving end

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses:

Story structure - *We don't find out what the twins did until the end. That was different*
- *We don't know what Michael is going to do so that left me wondering*
Characters - *What the twins did was pretty funny but I felt sorry for Michael*

What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 10)

LOST IN THE CITY

BY HILTON AYREY

Imagine that you are eight years old, in a new city, and you have been left alone. Sarah's grandfather hadn't meant it to work out that way. He had met the bus that Sarah was on and they had collected her small overnight bag and headed into the city square to buy a hot dog from the hot dog stand.

Somehow, in all the hustle and bustle, the pushing and pulling of the busy lunchtime crowd, they had got separated. It was as if one moment he was there and the next he had disappeared, swallowed up by the busy crowd. She kept moving in what she thought was the same direction but she was very small and the crowd was so big and disinterested in a little girl and her bag. At first she was annoyed with Grandpa and then her annoyance gave way to alarm and as the moments passed her alarm gave way to fear. What if she couldn't find him?

She had never been to the city before. Her grandparents had moved here a year ago and had wanted her to come and visit during the holidays. It had been a long day starting at 5:30 in the morning and she had spent five hours watching the unfamiliar countryside flash by from the window of the bus.

The wet cobblestones under her feet were slippery from the morning rain. She wished she was back on the farm. Everything about the farm was so familiar. She would know what to do if she was there. And then suddenly she DID know what to do. Her dad had told her that if ever she was lost out on the farm to go to a high place. Just a few feet away was a monument, a stone soldier sitting on a stone horse with many seagulls perched on his head. In a flash she had clambered up the stand and was standing beside the proud horse. From here she could see everything. The bustling crowd was not nearly so threatening now from above and there was Grandpa, just 20 metres away talking anxiously to a policeman.

She brought her fingers to her mouth and blew her shrill shepherd's whistle. The sheep below her paused for a moment and looked her way, just as they did back home on the farm, and Grandpa was bustling over towards her with a relieved grin on his face.

Notes on Story Structure

Characters

Setting

Problem

Feelings


Action

Outcome

Theme(s)

LOST IN THE CITY

BY HILTON AYREY

ACTIVITIES	Junior Stories 1:9						
REMEMBERING - What are the facts <ol style="list-style-type: none"> 1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them. 							
UNDERSTANDING - Show that you understand the story <ol style="list-style-type: none"> 2. Why would you go to a high place if you got lost on a farm? 3. Draw a map of the setting showing where the action happened. Use labels. 							
APPLYING - Using what you know from the story <ol style="list-style-type: none"> 4. Make a poster about visiting a city for the first time. <i>Remember a poster should have an eye catching title, information, and drawings</i> 5. Write a short poem or rap song about Sarah's visit to the city. 							
ANALYSING - Breaking down the story to show how it works <ol style="list-style-type: none"> 6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event. 7. Make a STORY WEB showing all the following: CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME 							
CREATING - Coming up with new ideas <ol style="list-style-type: none"> 8. Design something for Sarah so that she would never get lost in the city. <i>Label your drawings or write descriptions to explain your interesting ideas</i> 							
EVALUATING - Sorting out the good from the bad <ol style="list-style-type: none"> 9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) coming to live in the city. <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Yellow Hat Thinking (Good)</th> <th>Black Hat Thinking (Bad)</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table> 10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did. <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">10-----5-----1</td> </tr> <tr> <td style="text-align: center;">This was a great story This story was OK I didn't like this story</td> </tr> </table> 		Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)			10-----5-----1	This was a great story This story was OK I didn't like this story
Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)						
10-----5-----1							
This was a great story This story was OK I didn't like this story							

TEACHER'S COPY

JUNIOR STORIES 1:9

RA 9-10 YRS

LOST IN THE CITY

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. Access prior knowledge: Have you ever been lost in a busy city?
How did you feel? What did you do?

Imagine that you are eight years old, in a new city, and you have been left alone. Sarah's grandfather **hadn't meant it to work out that way**. He had met the bus that Sarah was on and they had collected her small overnight bag and headed into the city square to buy a hot dog from the hot dog stand.

Story starts with the problem - "Imagine..." is good hook

STORY STRUCTURE

Characters

Sarah - 8 yrs old
Grandfather

Setting

The city

Somehow, in all the hustle and bustle, the pushing and pulling of the busy lunchtime crowd, they had got separated. It was as if one moment he was there and the next he had disappeared, **swallowed up by the busy crowd**. She kept moving in what she thought was the same direction but she was very small and the crowd was so big and **disinterested in a little girl** and her bag. At first she was annoyed with Grandpa and then her annoyance gave way to alarm and as the moments passed **her alarm gave way to fear**. What if she couldn't find him?

Strong imagery and feelings to dig into

Problem

Sarah had been separated from her Grandfather

Feelings

Annoyed
Alarmed
Frightened

She had never been to the city before. Her grandparents had moved here a year ago and had wanted her to come and visit during the holidays. It had been a long day starting at 5:30 in the morning and she had spent five hours watching the **unfamiliar countryside flash by** from the window of the bus.

Flashback used to fill in the back story

Character development

Sarah was a country girl
Grandparents had moved to the city

The wet cobblestones under her feet were slippery from the morning rain. She wished she was back on the farm. Everything about the farm was so familiar. She would know what to do if she was out on the farm. And then suddenly she DID know what to do. Her dad had told her that if ever she was lost out on the farm to go **to a high place**. Just a few feet away was a **monument**, a stone soldier sitting on a stone horse with a cluster of seagulls perched on his head. In a flash she had **clambered up the stand** and was standing beside **the proud horse**. From here she could see everything. The bustling crowd was not nearly so threatening now **from above** and there was Grandpa, just 20 metres away talking anxiously to a policeman.

Comparing city (unknown) to the farm (known) helps her solve the problem

Action

She climbed up the statue and was able to see Grandpa

She brought her fingers to her mouth and blew her shrill shepherd's whistle. **The sheep below her** paused for a moment and looked her way, just as they did back home on the farm, and Grandpa was bustling over towards her with a relieved grin on his face.

Strong metaphor - sheep. Sarah is now back in control

Outcome

She was back with her Grandpa

Theme

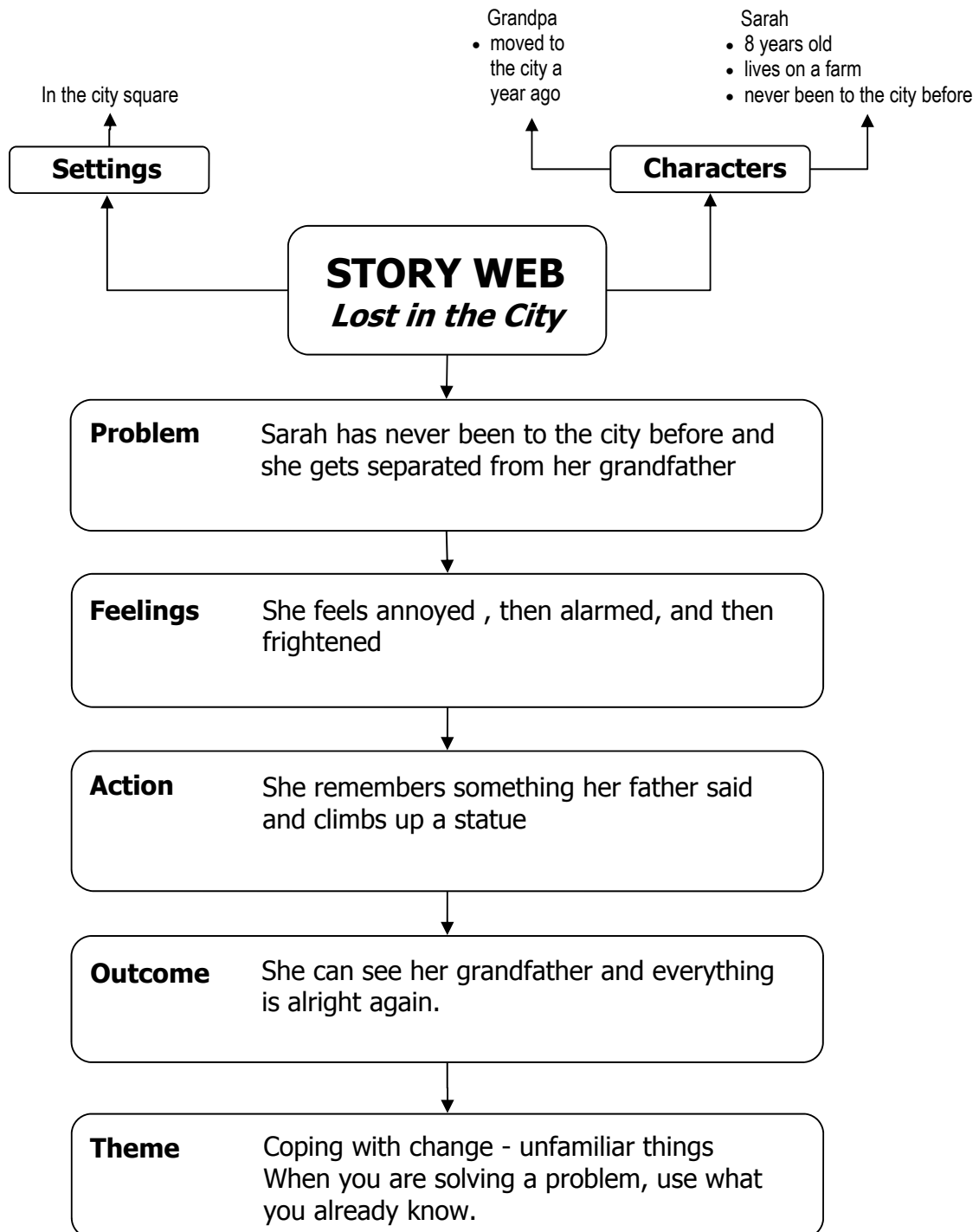
Problem solving - use what you already know

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *It got straight into the action. That hooked me into the story*
Familiar topic - *I know what it's like to be lost like that*
Challenging vocab - *I had to think hard to work out what the author was saying*

What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 10)

TIME FOR A NAP

BY HILTON AYREY

Reg was working in his garden one afternoon, as he did most afternoons, when an older, tired-looking dog wandered up his driveway and came over to where he was pruning his roses. Reg could tell from his leather collar and his well-fed belly that the dog had a good home and was well looked after. He reached down and gave him a few pats on the head and rubbed his ears. The dog licked his hand and then sat on his haunches with his tongue hanging out, watching as Reg went on with his job.

A little later, the phone rang and the dog followed Reg into his house. It was his friend Bruce from the bowling club, ringing to tell Reg about the tournament next week. Out of the corner of his eye Reg saw the dog wander up his hallway. When he had finished on the phone Reg found the dog curled up asleep in a sunny corner in his kitchen.

An hour later, while Reg was reading the newspaper and enjoying his afternoon cup of tea, the dog woke up and stood by the door, so Reg let him out.

The next day, at about the same time, he was back. He greeted Reg in the garden, then wandered inside, curled up in the same spot and again slept for about an hour.

This continued on and off for several weeks. Reg became quite used to these visits, and, as he lived alone, enjoyed the company.

Finally, however, his curiosity got the better of him, and he pinned a note to the dog's collar:
"I would like to find out who the owner of this wonderful dog is and ask if you are aware that almost every afternoon your dog comes to my house for a nap."

The next day, right on time, the dog arrived for his nap, with a different note pinned to his collar:

"He lives in a home with six very busy children - two of them are under the age of three. He is trying to catch up on his sleep. Can I come with him tomorrow?"

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

TIME FOR A NAP

BY HILTON AYREY

ACTIVITIES

Junior Stories 1:10

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. How did Reg know that the dog was well looked after?
3. Draw a map of Reg's house and garden showing where the action from the story happens. Use labels.

APPLYING - Using what you know from the story

4. Make up an advertisement for a place for the dog to go so that he can get a break from his busy home.
5. Write a short poem or rap song about what life is like for the dog at home.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design a kennel that is childproof so that the dog doesn't have to leave home to take a nap.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being a pet in a home where there are lots of children.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1		
This was a great story	This story was OK	I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:10

RA 9-10 YRS

TIME FOR A NAP

BY HILTON AYREY

BEFORE READING DISCUSSION

1. Are there any clues in the title? What is a nap?
2. Access prior knowledge: Who has naps? Why do they need to have a nap?

STORY STRUCTURE

Reg was working in his garden one afternoon, as he did most afternoons, when an older, tired-looking dog wandered up his driveway and came over to where he was pruning his roses. Reg could tell from his leather collar and his well-fed belly that the dog had a **good home** and was well looked after. He reached down and gave him a few pats on the head and rubbed his ears. The dog licked his hand and then sat on his **haunches** with his tongue hanging out, watching as Reg went on with his job.

Some good information about the two characters

Characters

Reg - likes gardening
- maybe retired
Dog - older
- tired

Setting

Reg's garden and house

A little later, the phone rang and the dog followed Reg into his house. It was his friend Bruce from the bowling club, ringing to tell Reg about the tournament next week. **Out of the corner of his eye** Reg saw the dog wander up his hallway. When he had finished on the phone Reg found the dog curled up asleep in a sunny corner in his kitchen.

Problem is starting to develop - what is the dog up to?

Problem

The dog went to sleep in Reg's kitchen

An hour later, while Reg was reading the newspaper and enjoying his afternoon cup of tea, the dog woke up and stood by the door, so Reg let him out.

The next day, at about the same time, he was back. He greeted Reg in the garden, then wandered inside, curled up in the same spot and again slept for about an hour.

This continued on and off for several weeks. Reg became quite used to these visits, and, as he lived alone, enjoyed the company.

Problem

The dog kept coming back for a nap at Reg's place

Feelings

Reg enjoyed the company

Finally, however, his **curiosity got the better of him**, and he pinned a note to the dog's collar:

"I would like to find out who the owner of this wonderful dog is and ask if you are aware that almost every afternoon your dog comes to my house for a nap."

Feelings

Reg was curious about where the dog came from

Action

Sent a message on it's collar

The next day, right on time, the dog arrived for his nap, with a different note pinned to his collar:

"He lives in a home with six very busy children - two of them are under the age of three. He is trying to catch up on his sleep. **Can I come with him tomorrow?**"

Important inference to be made about the writer of the note - who was it?

Outcome

The dog was taking a break from his own busy household

Theme

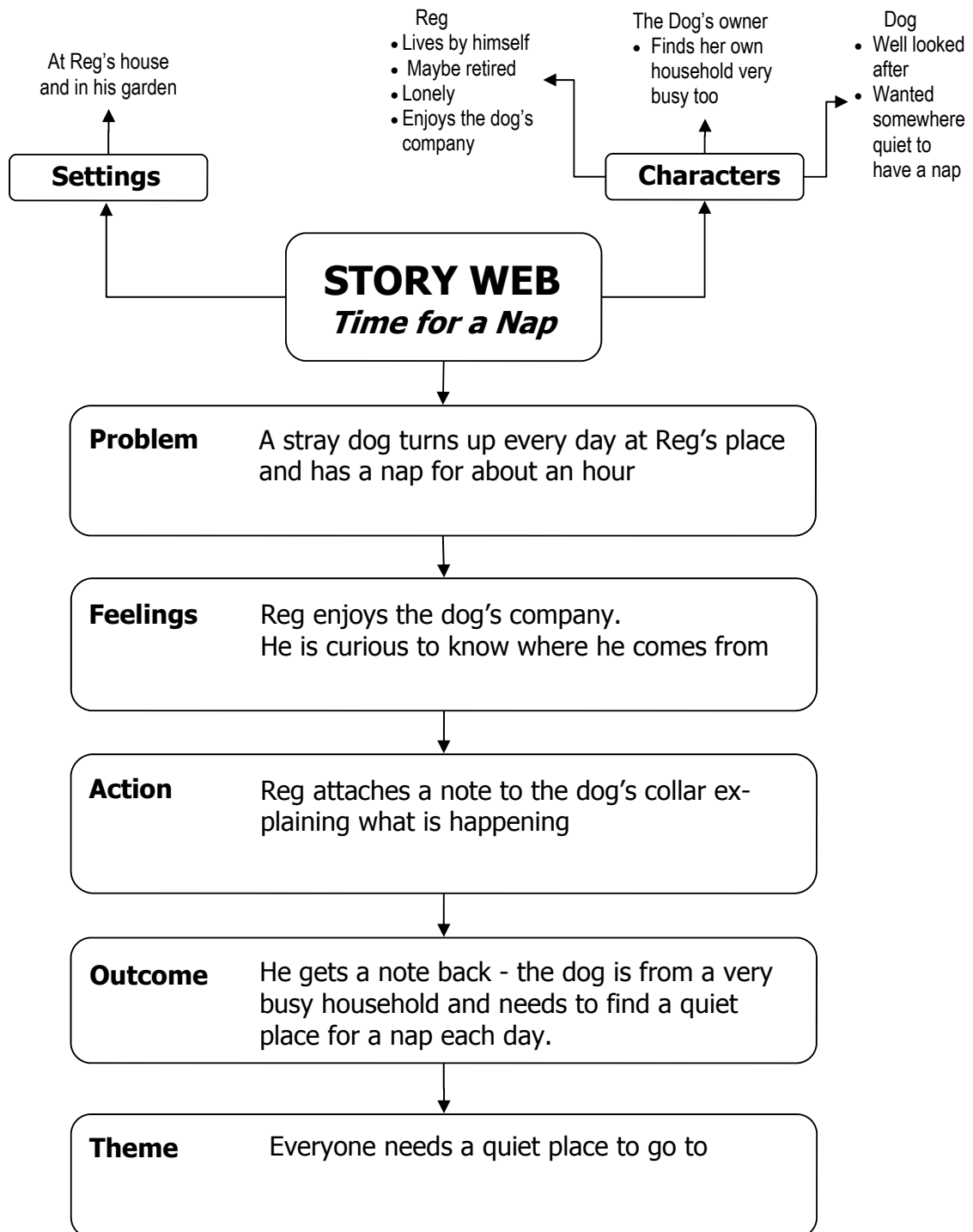
Everyone needs a quiet place

AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)
2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: What has the author done to try and make this a good story? (Activity 10)

Possible Responses: Story structure - *I was wondering where the dog came from.*
Interest in the topic - *I like stories about dogs*
Humour - *The note at the end is funny*

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)

TREASURE

BY SARAH BLACK

A hard working farmer became very ill. He had worked for many years to build up his farm. He had always hoped his sons would work hard and prosper from the land he would leave them.

Unfortunately his sons were extremely lazy. All they did in a day was watch movies, eat potato chips, and burp. The farmer no longer had the energy to farm the land, so it started to go to ruin.

As he felt his strength leaving him, he gathered them around his bed. In a strained whisper, he told them "In each of my fields there is lots of treasure." He noted with satisfaction a flicker of interest in his sons eyes, and smiled to himself as he quietly passed away.

For some time after their father's death the sons argued about who should search for the treasure. As they were all so incredibly lazy no-one volunteered. The eldest son, Jumbo, said he couldn't do it because he had an important appointment - watching Eastenders. The next son, Gumbo, had spent his whole life overeating. Gumbo was worried that the exercise might send him to meet his father before his time. The youngest son, Mumbo, was shrewd enough to suggest that if they didn't all do it, how would they know that they each got their fair share.

So all the sons dug and combed through the fields, night and day, looking for the promised treasure. After two weeks of hard work they had churned up every corner of the property but they had found nothing. They stomped angrily home that night feeling very frustrated.

The next day they decided to search the barn for the treasure. They threw around farm tools, they ripped apart hay bales, they slashed open seed bags, but they found nothing. The sons were so angry they threw all the farm tools into a shed, and all the seed into the fields. Just then it started to rain, so they went inside to watch a movie, eat potato chips ... and burp.

After several months, the sons were surprised to discover that an extraordinary crop of wheat and corn had grown in their fields. They sold the crops, and lived in great comfort from the money they made.

Then the farmer's sons realised that their new life of comfort was a reward for their labour, and that there really was treasure in their father's fields.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

TREASURE

BY SARAH BLACK

ACTIVITIES

Junior Stories 1:11

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did such a good crop of wheat and corn grow in the fields?
3. Draw a map of the farm showing where the action from the story happens. Use labels.

APPLYING - Using what you know from the story

4. Make a poster advertising the treasure on the farm and how to get it.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about the three brothers.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design some farm equipment to do all the work so the brothers can go back to watching videos, eating potato chips, and burping.

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about working and not being a slob.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:11

RA 9-10 YRS

TREASURE

BY SARAH BLACK

BEFORE READING DISCUSSION

1. Are there any clues in the title?
2. **Access prior knowledge:** *What do you know about looking for treasure?*

STORY STRUCTURE

A hard working farmer became very ill. He had worked for many years to build up his farm. He had always hoped his sons would work hard and prosper from the land he would leave them.

Unfortunately his sons were extremely lazy. All they did in a day was watch movies, eat potato chips, and burp. The farmer no longer had the energy to farm the land, so it started to go to ruin.

Quick introduction to the main characters and the problem

Characters

Farmer / Lazy sons

Setting

The family farm

Problem

The farmer was ill
His sons weren't looking after the farm

Feelings

Wanted his sons to work hard and do well from the farm

As he felt his strength leaving him, he gathered them around his bed. In a strained whisper, he told them "In each of my fields there is lots of treasure," He **noted with satisfaction** a flicker of interest in his sons eyes, and **smiled to himself** as he quietly passed away.

What was the farmer up to. Why did he die happy?

Action

He had some sort of plan - told them there was treasure in the fields

For some time after their father's death the sons argued about who should search for the treasure. As they were all so incredibly lazy no-one volunteered. The eldest son, Jumbo, said he couldn't do it because he had an important appointment - watching Eastenders. The next son, Gumbo, had spent his whole life overeating. Gumbo was worried that the exercise might send him to **meet his father before his time**. The youngest son, Mumbo, was shrewd enough to suggest that if they didn't all do it, how would they know that they each got their fair share.

Action

The sons were too lazy to do anything about it

So all the sons dug and combed through the fields, night and day, looking for the promised treasure. After two weeks of hard work they had churned up every corner of the property but they had found nothing. They stomped angrily home that night feeling very frustrated.

Action

They dug up the fields looking for the treasure

They found nothing

The next day they decided to search the barn for the treasure. They threw around farm tools, they ripped apart hay bales, they slashed open seed bags, but they found nothing. The sons were so angry they threw all the farm tools into a shed, and **all the seed into the fields**. Just then it started to rain, so they went inside to watch a movie, eat potato chips ... and burp.

They got angry and threw things around

After several months, the sons were surprised to discover that an extraordinary crop of wheat and corn had grown in their fields. They sold the crops, and lived in great comfort from the money they made.

Outcome

The crops grew well because of all the hard work they had done

Then the farmer's sons realised that their new life of comfort was a reward for their labour, and that there really was treasure in their father's fields.

The farmer's plan had worked. He knew his sons would not be able to resist and now hopefully they have learnt their lesson and will continue to work hard.

Theme

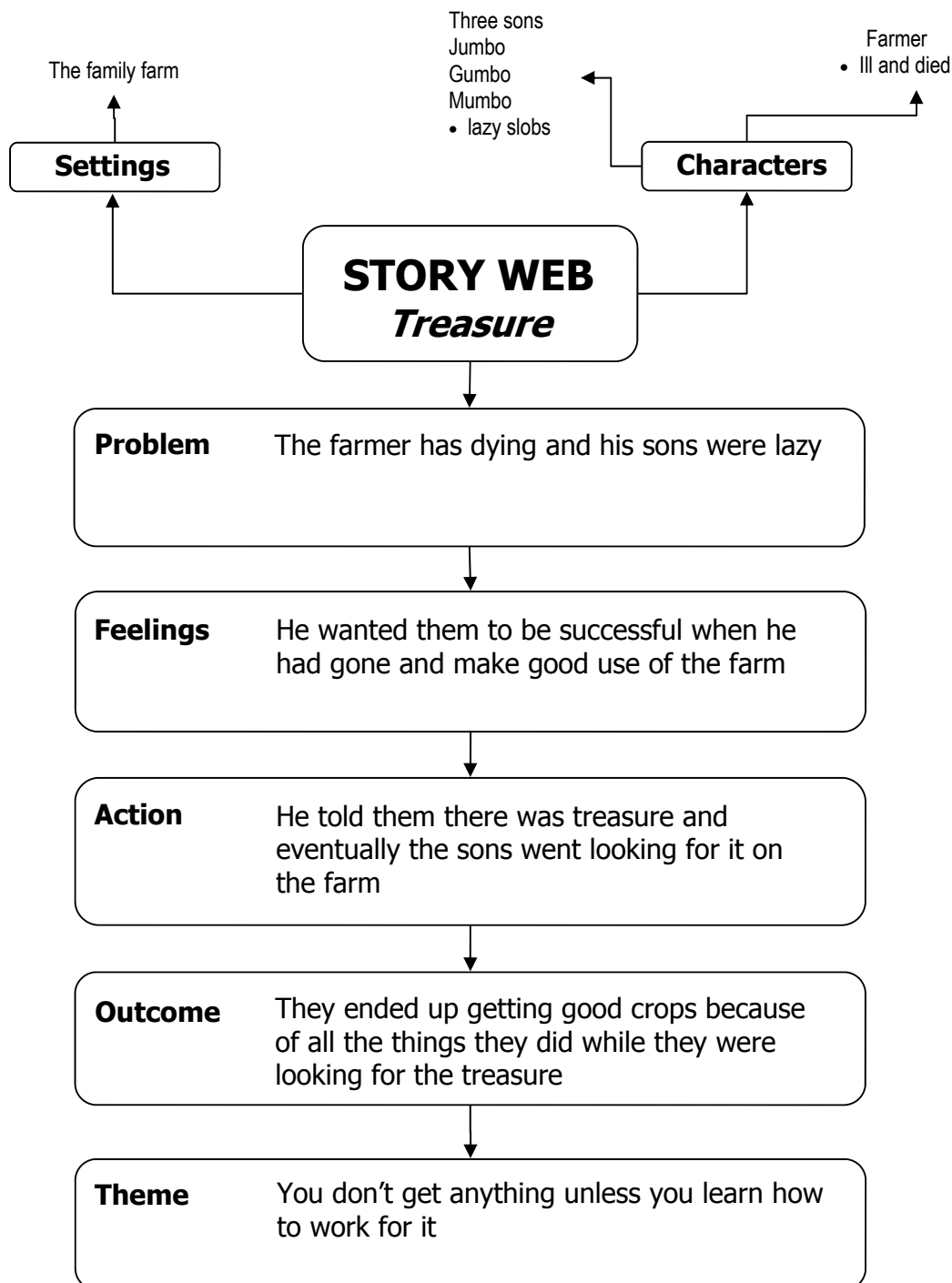
You have to work hard if you want to have a life of comfort

AFTER READING DISCUSSION

1. **Review Story Structure:** *(sample on next page)*
2. **Story Evaluation:** *What has the author done to try and make this a good story? (suggestions on next page)*

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It was hard top work out what the farmer was up to. That kept me interested in the story*

Humour - *I liked the way sons were lazy ... and burped*

Strong theme - *It made me think about not being lazy*

What do YOU think of this story ? Give it a rating out of 10 and say why?" (Activity 10)

looking for work

by marco tazzi

Mr. Grimly was looking for someone to work in his office. He was a very fussy man. The person he would give the job to would have to be good at reading and counting. They would also have to arrive on time, and - most important – they had to be honest. Mr. Grimly didn't like people who told fibs or made things up.

He was pleased when Mea turned up five minutes early for her interview. Good, he thought, this one knows how to arrive on time. He asked Mea to sit down in front of his desk.

"Now, young lady," he said. "Can you read?" He gave her a book and asked her to read out loud. Mea did as she was asked.

"Good, good," said Mr. Grimly. "We'll do some sums now." He gave Mea a sheet of tricky sums. She carefully worked them all out.

"Splendid, splendid," said Mr. Grimly. "Is there any thing else that you are good at?" he asked her.

Mea thought for a moment. "Oh yes, sir," she answered. "I can walk through walls and doors. Mr Grimly stared at her coldly.

"You can walk through walls, can you?"

"That's right," said Mea nodding her head. "And I'm good at flying too. I practise every evening for an hour."

Mr. Grimly had a stern frown on his face. "Well then, we better have a look at this, hadn't we?" He held open the door to the little room next door. "Let me see you walk through this door and fly around the office."

"Okay, sir," said Mea brightly and trotted into the room. Mr. Grimly closed the door and counted to ten. Nothing happened. He opened the door and looked at Mea who was standing in the middle of the floor.

"Well?" he barked. "I didn't see anything!"

"Oh, I did as you asked me to, sir," said Mea eagerly. "I forgot to tell you that I have to make myself invisible first."

Mr. Grimly gave her a long, hard stare.

"Come back in here and sit down," he growled. Mea sat down and looked nervously at Mr. Grimly's scowling face.

"Young lady, I think I've seen quite enough. Thank you for coming. Now, please leave and close the door behind you."

He picked up some papers from his desk and began to look through them. Mea stood up and paused for a couple seconds. She guessed that she hadn't got the job.

"Goodbye, sir." She said sadly, but Mr. Grimly wasn't even looking. She took a paper hanky out of her bag, dabbed her eyes and quietly tip-toed out of the office.

Mr. Grimly did look up when he heard the door close. He sighed. The silly girl had walked out of the wrong door.

"That's NOT the way out!" he shouted at the door. There was no answer. He jumped out of his chair, stamped across his office and threw open the door of the little room. Apart from a small paper hanky lying on the floor, the room was empty.

Notes on Story Structure

Characters

Setting

Problem

Feelings

Action

Outcome

Theme(s)

looking for work

by marco tazzi

ACTIVITIES

Junior Stories 1:12

REMEMBERING - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


UNDERSTANDING - Show that you understand the story

2. Why did Mr Grimly suddenly change his mind about Mea?
3. Draw a map of the setting showing where the action happened. Use labels.

APPLYING - Using what you know from the story

4. Make a poster about Mea that she could take to her next job interview.
Remember a poster should have an eye catching title, information, and drawings
5. Write a short poem or rap song about Mea's special abilities.

ANALYSING - Breaking down the story to show how it works

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.
7. Make a **STORY WEB** showing all the following:
CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME

CREATING - Coming up with new ideas

8. Design the perfect job for Mea with her special skills.
Label your drawings or write descriptions to explain your interesting ideas

EVALUATING - Sorting out the good from the bad

9. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being able to fly and walk through walls.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

10. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1
This was a great story This story was OK I didn't like this story

TEACHER'S COPY

JUNIOR STORIES 1:12

RA 9-10 YRS

looking for work by marco fazzi

BEFORE READING DISCUSSION

1. Are there any clues in the title?

2. Access prior knowledge: What is important when you go for a job interview?

STORY STRUCTURE

Mr. Grimly was looking for someone to work in his office. He was a **very fussy** man. The person he would give the job to would have to be good at reading and counting. They would also have to arrive on time, and - most important – they had to be honest. Mr. Grimly didn't like people who told **fibbs or made things up**.

Strong Introduction to a character

Problem

Mr Grimly wants someone honest to work in his office

Characters

Mr Grimly - fussy

Setting

Mr Grimly's office

He was pleased when Mea turned up five minutes early for her interview. Good, he thought, this one knows how to arrive on time. He asked Mea to sit down in front of his desk.

"Now, young lady," he said. "Can you read?" He gave her a book and asked her to read out loud. Mea did as she was asked.

"Good, good," said Mr. Grimly. "We'll do some sums now." He gave Mea a sheet of tricky sums. She carefully worked them all out.

"Splendid, splendid," said Mr. Grimly. "Is there any thing else that you are good at?" he asked her.

Mr Grimly is pleased. Things are going well.

Characters

Mea - young
- can read
- can do tricky sums

Mea thought for a moment. "Oh yes, sir," she answered. "I can walk through walls and doors. Mr Grimly stared at her coldly.

"You can walk through walls, can you?"

"That's right," said Mea nodding her head. "And I'm good at flying too. I practise every evening for an hour."

Important moment in the story - where is this going to go?

Character

Mea says she can walk through walls and fly

Feelings

Mr Grimly is not very impressed with what Mea says she can do.

Mr. Grimly had a **stern frown** on his face. "Well then, we better have a look at this, hadn't we?" He held open the door to the little room next door. "Let me see you walk through this door and fly around the office."

"Okay, sir," said Mea brightly and trotted into the room. Mr. Grimly closed the door and counted to ten. Nothing happened. He opened the door and looked at Mea who was standing in the middle of the floor.

"Well?" he **barked**. "I didn't see anything!"

"Oh, I did as you asked me to, sir," said Mea eagerly. "I forgot to tell you that I have to make myself invisible first."

Action

Mr Grimly asks her to show her what she can do

Mr. Grimly gave her a **long, hard stare**.

"Come back in here and sit down," he **growled**. Mea sat down and looked nervously at Mr. Grimly's **scowling** face.

"Young lady, I think I've seen quite enough. Thank you for coming. Now, please leave and close the door behind you."

He picked up some papers from his desk and began to look through them.

Mea stood up and paused for a couple seconds. She guessed that she hadn't got the job.

"Goodbye, sir." She said sadly, but Mr. Grimly wasn't even looking. She took a paper hanky out of her bag, dabbed her eyes and quietly tip-toed out of the office.

Mr Grimly shows his true nature - fussy, intolerant and boring. There is no room for magic in his world.

Outcome

He doesn't give her the job because he thinks she is lying. Mea leaves.

Mr. Grimly did look up when he heard the door close. He sighed. The silly girl had walked out of the wrong door.

"That's NOT the way out!" he shouted at the door. There was no answer. He jumped out of his chair, stamped across his office and threw open the door of the little room. Apart from a small paper hanky lying on the floor, the room was empty.

Outcome

Mea proves that she was not lying.

Theme

Don't be too quick to make up your mind about people.

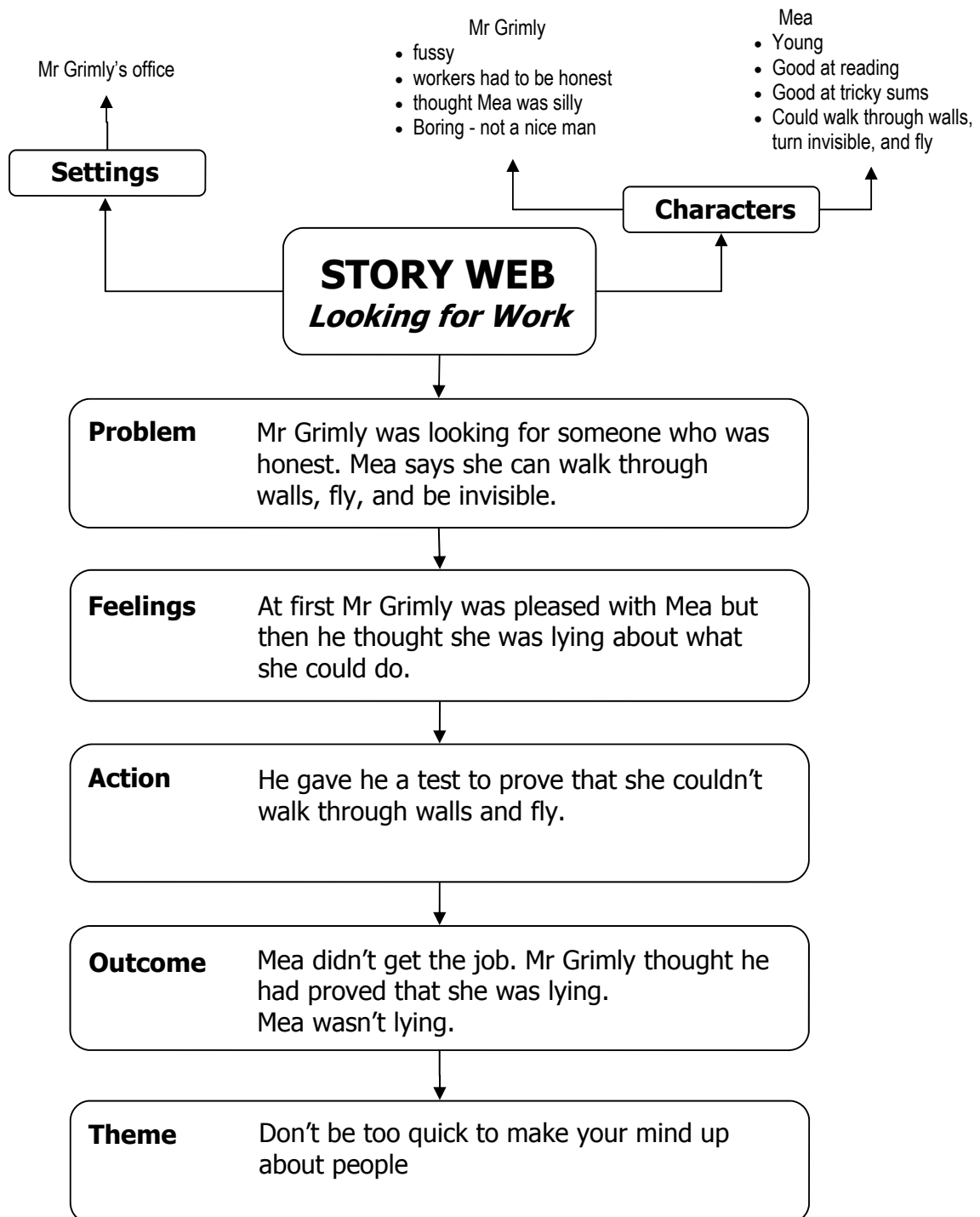
AFTER READING DISCUSSION

1. Review Story Structure: (sample on next page)

2. Story Evaluation: What has the author done to try and make this a good story? (suggestions on next page)

AFTER READING DISCUSSION

1. Review Story Structure (sample below)



2. Story Evaluation: *What has the author done to try and make this a good story? (Activity 10)*

Possible Responses: Story structure - *It had a surprise ending. I thought Mea was lying too.*
Characters - *Two very interesting characters. You got to know them quickly.*

What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 10)

APPENDIX :

Learning Outcomes, Charts, and Exemplars



LESSON PLANNING

- ♦ Learning Outcomes 62



COMPREHENSION STRATEGY INSTRUCTION

- ♦ CSI Teaching Charts - Beginning Level 63
 - ♦ CSI Teaching Charts - Advanced Level 64
 - ♦ CSI Teaching Charts - Story Web (Story Structure) 65
-



LESSON PLANNING

Learning Outcomes and Success Criteria

Here is a list that applies specifically to the GSR reading process outlined in this resource. The emphasis is on the development of comprehension strategies. These Learning Outcomes can be easily linked back to the Achievement Objectives in the New Zealand English curriculum.

SENTENCE LEVEL COMPREHENSION

LEARNING OUTCOME:

1. Monitor own reading for comprehension

I will know I can do this if, when I am reading, I can ...

- ◆ Put sentences in my own words using "I think that means..." to check whether I have got the message right
- ◆ Recognise that there are roadblocks (I haven't got the message right)

LEARNING OUTCOME:

2. Use the Deep Five comprehension strategies to check and clarify meaning, and to overcome roadblocks to comprehension

I will know I can do this if, when I am reading, I can ...

- ◆ Visualise what the words are saying
- ◆ Make connections to something I already know to clarify ideas
- ◆ Ask myself questions about the story
- ◆ Form and revise an hypothesis about what is going on in the story
- ◆ Make connections to something somewhere else in the story

"BIG PICTURE" TEXT LEVEL COMPREHENSION

LEARNING OUTCOME:

3. Identify Narrative Text Structure (Characters, Setting, Problem, Feelings, Action, Outcome, Theme)

I will know I can do this if, when I am reading, I can ...

- ◆ Identify the CHARACTERS, SETTING, PROBLEM, FEELINGS, ACTION, OUTCOME of the story

LEARNING OUTCOME:

4. Demonstrate the use of Bloom's Thinking Skills

I will know I can do this if I can ...

- ◆ Use the information in the story correctly to make a poster or write a story (Applying)
- ◆ Identify the most important moment in a story and say why (Analysing)
- ◆ Create a story web using story information (Analysing)
- ◆ Design a valid solution to a problem raised in the story (Creating)
- ◆ Present both sides of an issue raised in the story (Evaluating)
- ◆ Rate the story based on the criteria given and justify my rating (Evaluating)



COMPREHENSION STRATEGY INSTRUCTION

Charts for teaching "The Three Steps" - Narrative text

For more further support material and video tutorials on Comprehension Strategy Instruction, visit our website www.sharpreading.com

The following charts are designed to be used with groups during reading instruction.

CHART 1

You can provide a laminated copy of this chart for each student to use during the initial phase of Comprehension Strategy Instruction.

Purpose:

A constant visual reminder of the Three Steps.

A screen to cover the next chunk of text (discourages reading on).

A marker to help students find and keep the place during detailed retelling.

CHART 2

This is an expanded version of CHART 1 including all the comprehension strategies. Use this only once the initial "I think that means..." phase is well established.

Continue to use as text marker and text screen.

CHART 3

An outline of the story structure or Story Web (Step 3) to use as a whole class reminder (A3).

Chart One

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand



STEP 2 : Detailed Retelling

Start with

"I think that means"

Check whether you understand the message by putting it in your own words



STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting - Who Where When

Problem - A conflict for the characters

Feelings - How the characters FEEL about the problem

Action - What the characters DO to try to solve the problem

Outcome - How it all works out

Theme - Why did the author write this story?

What does this story tell us about the way people think and act

Chart Two

THE THREE STEPS

STEP 1 : Read Silently

Use your strategies to make sure you understand



STEP 2 : Detailed Retelling

Start with

"I think that means"

Check whether you understand the message by putting it in your own words



Use the DEEP FIVE comprehension strategies to dig deeper into the story

1. Visualise what the words are saying

"I have a picture in my head of . . ."

2. Make a connection to something you know

"I know that because . . ."

3. Ask questions about the information

"I wonder . . . ?"

4. Form an hypothesis about what is going on

"I think this is because . . ."

5. Make a connection to something else in the text

"It said (in the last sentence / paragraph) . . ."



STEP 3 : Add to the Story Web

What new information have we found?

Characters and Setting - Who Where When

Problem - A conflict for the characters

Feelings - How the characters FEEL about the problem

Action - What the characters DO to try to solve the problem

Outcome - How it all works out

Theme - Why did the author write this story?

What does this story tell us about the way people think and act

Chart 3

We are learning to identify the text structure in short stories



STORY WEB

Finding the story structure



Characters and Setting

Who Where and When



Problem

A conflict for the character(s)



Feelings

How the characters FEEL about the problem



Action

What the characters DO about the problem



Outcome

How it all works out



Theme

*Why did the author write this story?
What does it tell us about the way people think and act?*